

# *Arizona* TEACHER

MARCH, 1954

"I

Pledge

Allegiance..."



# **Coming Events At Arizona State College At Tempe**

## ***Of Interest To Teachers and Parents of Arizona!***

---

### **READING CONFERENCE—MARCH 26-27**

Our annual conference devoted to the problem of teaching reading. Dr. Paul Witty, of Northwestern University, and Dr. L. S. Tireman, of the University of New Mexico, will headline the program!

### **TEACHER EDUCATION CLINIC — APRIL 9-10**

This conference will study and discuss issues, problems, and trends in modern teacher education.

### **CENTRAL ARIZONA REGIONAL SCIENCE FAIR—APRIL 9-10**

(For high school and junior high school students)

A splendid exhibit of science projects done in the high schools and junior high schools of Central Arizona.

### **ANNUAL SENIOR DAY—APRIL 10**

All high school seniors are guests of ASC students in this annual get acquainted program.

### **68th ANNUAL COMMENCEMENT—MAY 25**

### **WORKSHOP IN EDUCATION OF THE EXCEPTIONAL CHILD— JUNE 7-JULY 10**

This will be an outstanding attempt to bring to Arizona a well developed plan for helping teachers meet more effectively the special education needed by many of our children. Dr. Willard Abraham, outstanding authority in this field will conduct this workshop.

### **ANNUAL SUMMER EDUCATION CONFERENCE—July 15-18**

Two top-flight educators, Dr. Henry J. Otto and Dr. J. G. Umstattd, both of the University of Texas, are being brought in especially for this eminently successful event.

### **9th ANNUAL ALL STATE HIGH SCHOOL MUSIC AND FINE ARTS CAMP—JUNE 13-JULY 3**

Splendid instructions. Exciting program. Outstanding experiences in music and fine arts for the high school youth of Arizona.

**1954 SUMMER SESSIONS—JUNE 7 to JULY 10 and JULY 12  
to AUGUST 14**

# Bank the easy way- by mail!



Self-addressed bank-  
by-mail envelopes  
available without  
charge at all Valley  
Bank offices.



ARIZONA'S STATEWIDE BANK MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION 34 FRIENDLY OFFICES

# The Future Teacher — a fable of course

By Joseph N. Smelser

THE BRIGHT-EYED, anxious and able college freshman was very happy that morning; he had been asked by his teacher to write a composition. He had chosen to write about "My Life's Work." He really wanted to do his very best. One of his teachers (when and how the young man knew not) had awakened him to "things that matter and things to do." So the young man admired the teacher; he thought that he, too, would teach school. He felt sure that teaching would give him an opportunity to learn more about the boiling, fizzing, inspiring world. For the first time he felt his budding powers pressing out — almost uncomfortably. He wanted, for no profound purpose, to help, to grow, to create, to accomplish. So it was that this young man was on his way to confer with Mr. X. Mr. X was an important citizen who had long paid taxes, had put his children through school, had, in years past, served a turn on an elementary school board and back in the Northeast someplace had spent several years teaching in the public schools. Surely Mr. X was equipped to give significant advice; from long experience he would really see problems as they are; he would appraise the opportunities, the drawbacks and the rewards.

The Future Teacher was seated across a very massive desk from Mr. X. He knew right away that Mr. X was a good and wise man; so he had his pencil poised alertly over his notebook to record the golden essence of ripe experience.

"So-o-o, you think you want to be a school teacher." Mr. X leaned back with a half-pitying, half-scornful squint in his right eye.

"Yes, sir, I feel pretty sure of it. It gives one an opportunity to

do so many worthwhile things for people, don't you think, sir?"

"Do what, for example?"

"Oh, I don't really know much about it, yet. But I intend to learn as much as I can. It was only about a month ago that I decided I'd like to teach and, and—" he trailed off a bit embarrassed.

"I don't suppose you've been reading about the handsome salaries the teachers are getting now?"

"No, I'm afraid I don't know much about that."

"That's one thing the good teacher doesn't think much about." Mr. X warmed to his subject. "She feels that a good teacher is a missionary; she doesn't worry about salary; she doesn't wrangle and fume; she takes what she gets." That was final.

---

*Mr. Smelser has served as chairman of the Editorial Board of the Arizona Teacher for a number of years. Our readers are familiar with his column which usually appears on the contents page. This article struck the editor as so worthwhile that we decided to devote this page to it.*

---

A vague question arose in the young man's mind: was that why he had always had a visual image of the missionary as a bony, hollow-eyed specimen of malnutrition? Should it not be possible for a missionary to eat well?

"How much do you think teachers should be paid, sir?" he ventured with a feeling of guilt.

"It all depends on what he's worth. The teacher isn't the one to decide that. Teaching ought to be like piecework in a factory: the more pieces turned out, the better the work the higher the pay. A matter of quantity and quality." Mr. X felt satisfied; he had expressed the big truth more clearly than he had thought he could.

"You mean, for example, that if a teacher is teaching the alphabet or something like that, he ought to

be paid so much for teaching 'a', and a little more for teaching 'W' because it's harder to learn to write and say? The faster she teaches them and the better the children remember, or write them or say them, the more she should be paid?" The young man was getting a heavy heart, but gallantly.

"Well, yes, something like that. At any rate, that's not the teacher's worry. She should be paid on her merits." Mr. X seemed irritated.

"Excuse me, sir, but I don't see how all these things could be checked. Wouldn't it take many checkers to figure out how much a teacher ought to earn? Even though the checkers were very competent, wouldn't there have to be more checkers than teachers?" The young

man was wise beyond his years.

"Not at all, not at all, young man. The word gets noised about." Again, that was final.

"I know you are a very busy man, Mr. X, but another idea just struck me. Should the teacher be altogether at the mercy of people who know only what has been noised about?"

"You're pretty young to be so wise, young man. Where do you pick up your ideas? From some of your teachers, I suppose? That reminds me of another objection I have to some teachers. Tenure teachers. They put too many ideas in our kids' heads. They forget the good old American way. Kids ought to be taught the equivalent of the three r's. What they learn beyond that they ought to dig out all by themselves." Mr. X pushed



his chair back and lit his pipe, in an after-dinner fashion.

The young man was uncertain of himself, but obstinate. "What is a tenure teacher, Mr. X?"

"Why, she's a sort of civil servant; she's high and mighty. You have to move heaven and earth to fire her. Why, she can go to court. You have to write her a letter telling her what's wrong with her and **sign** it. Unless a person is uncertain about holding his job, he won't be worth the paper his contract's written on, take it from me, young man." Mr. X cleaned out his pipe.

"A teacher has to be scared before she does her best? Maybe you're right, Mr. X, but I do my best in Miss --- er, that is, in my classes, and I never feel scared. I just want to learn. Oughtn't teachers just **want** to teach? Not be afraid?"

"Who is this Miss so-and-so?"

"I guess she's just an imaginary teacher I had in mind."

The Future Teacher folded his notebook and put his pencil in his shirt pocket. "I can't thank you enough for the time you have given me, Mr. X. I know you are a very busy man." The young man arose heavily as if in a cold mist.

"Don't mention it. Work hard and attend to your own business. Remember the few decide and the many do. Nothing else works. Do this and you'll be a success." He shook the young man's hand across the wide desk, painfully. "You'll learn some day: Some do all the deciding, some do all the doing." He licked his chops.

The Future Teacher walked out into the cool spring morning. His brow was hot, his brain was sore, his heart was cold. A garbage truck halted along the curb; a man jumped off the back of the truck and made for a couple of overflowing cans, whistling as he went.

"He can whistle; maybe his job is better. I'll have to do some more thinking. I guess he does the doing." The Future Teacher trudged away wondering and wondering about everything in heaven and earth.

# ARIZONA TEACHER

Official Publication Of  
The Arizona Education Association

Vol. 42

SPRING ISSUE, 1954

No. 3

## ARTICLES

|  |    |
|--|----|
| The Teacher's Desk.....                          | 2  |
| ..... <i>Joseph N. Smelser</i>                   |    |
| Why Be Self-Conscious?.....                      | 9  |
| ..... <i>Walter Maxwell</i>                      |    |
| AEA Defense Commission.....                      | 10 |
| ..... <i>Thomas P. Tamm</i>                      |    |
| Problem Child or Problem Teacher?.....           | 12 |
| ..... <i>Virgil Gillenwater</i>                  |    |
| Ours Is a Common Goal.....                       | 13 |
| ..... <i>William Early</i>                       |    |
| America's Problem.....                           | 14 |
| ..... <i>Lafe Nelson</i>                         |    |
| Acts of Faith.....                               | 15 |
| Higher Education Faces Salary Problems, Too..... | 15 |
| ..... <i>NEA Research Division</i>               |    |
| A School Takes Inventory.....                    | 20 |
| ..... <i>C. L. Harkins</i>                       |    |
| I Pledge Allegiance.....                         | 22 |
| ..... <i>Lillian Larson</i>                      |    |

## PROFESSIONAL NEWS

|   |    |
|---|----|
| NEA-AEA News and Notes.....                   | 7  |
| Professional Membership at All Time High..... | 16 |

## PROFESSIONAL HELPS

|                               |    |
|-------------------------------|----|
| Just Look.....                | 24 |
| ..... <i>Dorothea Pellett</i> |    |
| News To Us.....               | 27 |
| Yours for the Asking.....     | 28 |

**EDITORIAL BOARD:** J. N. Smelser; Freda Clements.

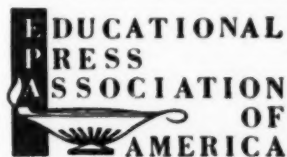
**EDITORIAL STAFF:** Lois V. Rogers, Editor; Pauline Poage, Adv. Mgr.

**STATEMENT OF POLICY:** As the official publication of the Arizona Education Association, the **Arizona Teacher** is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the **Arizona Teacher** encourages reader contributions reserving however the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.

**EDITORIAL AND BUSINESS OFFICE:** 3636 N. 15th Ave., Phoenix.

**PUBLISHED** quarterly: October, December, March, May.

**APPROVED** for entry as second class matter at the postoffice at Phoenix, Arizona, under the Act of Congress, March 3, 1879.



**SUBSCRIPTION:** \$1.50 a year; forty cents a copy.

**POSTMASTER** — send notice on Form 3578 for changes of address to 3636 N. 15th Avenue, Phoenix, Arizona.

Take an

**Airide**

on your vacation



aboard

**TRAILWAYS** newest, smoothest  
**THRU-LINERS**



Whether you're bound for romantic places . . . or wide open spaces . . . your new Trailways Airide Thru-Liner will travel you faster, smoother, more relaxed than ever before.

New, mammoth windows bring friendly cities, mountains, and forests into intimate view. And no matter what the temperature is outside . . . you're enjoying the finest controlled air-conditioning on the inside . . . and the congenial, informal atmosphere that is the mark of Trailways travel everywhere.

So, come aboard this summer . . . your seat is waiting on a Trailways Airide Thru-Liner . . . bound for exciting adventure across this great America!

Ask your friendly Trailways Agent about the convenience and economy of charter service for your groups . . . and the thrifty package express service.

SEND NOW FOR INFORMATION  
ON PLEASURE PLANNED TOURS  
TO AMERICA'S VACATION AREAS

**TRAILWAYS**



TRAILWAYS, Dept. ST-34, 108 N. State St., Chicago, Ill.

I am interested in a

☐ Trip ☐ Expense Paid Tour  
(check one)

FROM \_\_\_\_\_  
TO \_\_\_\_\_  
LEAVING DATE \_\_\_\_\_  
NAME \_\_\_\_\_  
STREET ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_

# VERSATILITY THAT AIDS TEACHING...

## POSTURE-COMFORT THAT AIDS LEARNING

### *American Universal Lifting-Lid Desk No. 434*

This connected seat-and-desk provides continuous cradleform sitting comfort, eliminates chair-scraping noise, aids discipline.

The 45°, left-and-right seat swivel reduces body-twist tension—also makes ingress and egress easy from either side and so permits more desks per classroom, with fewer aisles. The deep-curved back with self-adjusting lower rail supports the student in every posture position.

Desk and seat are easily adjustable for a wide range of student sizes, by means of a never-fail, wrap-around clamp. Entire unit is movable for any desired grouping.

The desk-top can be used at 10° writing slope, or level—and opens wide for easy access to the roomy, sanitary, die-formed, all-steel book-box.



### ← *American Unit Table No. 324 and Envoy Chair No. 368*

The twin oval steel standards assure stability, easy ingress and egress. Same lifting-lid desk-top and sanitary book-box as above. The Envoy chair is designed for good-posture sitting, has formed seat and self-adjusting lower back rail. Accommodates wide range of sizes.

Experience makes our service convenient, time-saving, for all your school needs. Prompt deliveries from large warehouse stocks. Send for complete catalog.

|  |                             |
|--|-----------------------------|
| School Desks and Chairs                      | Laboratory Equipment        |
| School Tables                                | Chalkboards and Supplies    |
| Stadium Chairs                               | Bulletin Boards             |
| Auditorium Seating                           | Flags                       |
| Folding Chairs                               | Athletic Goods              |
| Teachers' Desks and Chairs                   | Maps and Globes             |
| Church Furniture                             | Pastes and Inks             |
| Bleachers                                    | Office and Library Supplies |
| Office, Library and Home Economics Equipment | School Papers               |
| Filing and Storage Cabinets                  | Duplicating Equipment       |
| Window Shades                                | Art Materials               |
|  | Primary Materials           |

### AMERICAN BODIFORM AUDITORIUM CHAIRS

Full-upholstered—the ultimate in beauty, comfort, durability and acoustical benefit. Available with or without folding tablet-arm.



### FREE ILLUSTRATED BOOKLET

"The Co-ordinated Classroom," a comprehensive work on all phases of modern classroom environment.

### PSBW SUPPLY & EQUIPMENT CO.

530 W. Washington St., P. O. Box 551, Phoenix, Arizona

Exclusive Distributor for

*American Seating Company*

# COMPTON'S MARCHES ON...



- • • TO EVEN  
GREATER HEIGHTS  
IN QUALITY, SCOPE,  
AND USEFULNESS

## *the 1954 Compton's*

is bigger, better, and more useful than ever, due to Compton's vigorously pursued policy of Continuous Revision PLUS Continuous BUILDING. You expect up-to-dateness and adequate coverage. You get both in Compton's—and more.

### Compton's Continuous Building Program for 1954 Resulted in

- a physical expansion of . . . . . 206 pages
- editorial work, for new and revised materials, on more than . . . . . 3,400 pages
- words of newly written text . . . . . 521,300
- new and extensively revised articles . . . . . 680
- new and extensively revised reference-outlines . . . 69
- new pictures, maps, charts, and graphs . . . . . 1,190

Among the hundreds of important and timely new and extensively revised articles in the 1954 edition of Compton's Pictured Encyclopedia:

**THE ARTS**, a new approach relating art to everyday life • **AMERICAN COLONIES**, a new article that explains the mode of life in all the colonies • **THOMAS JEFFERSON**, one of the new biography series and undoubtedly the best short biography of this great American • **CHRISTMAS**, gives the world's religious and social customs for this wonderful holiday • **CHICAGO**, a new article that creates the feel of this great city (one of the city article series) • **Under sports**, new articles cover **BASEBALL, FISHING, HUNTING, and RIFLERY**. • In the field of mathematics, **NUMBER SYSTEM, FRACTIONS**, and the fundamental processes are newly written. • **STATE CAPITALS**—more than 20 new articles. • **PERSONALITY, PSYCHOANALYSIS**, and **LEARNING** are significant new ones • See brief synopses below on three other outstanding new articles in the '54 Compton's.



**INDIA.** In the new Indian republic one-sixth of the earth's people—largely illiterate, poverty stricken, and without previous experience in self-government—are today attacking desperate problems. This new Compton article explains the age-old problems that India is attempting to solve democratically while its Asiatic neighbors are turning to Communism. It describes the varied regions of India and the life of the people in each with their diverse customs and activities. It covers all phases of the present-day economy and culture. **FREE** reprint available.



**DOGS**—A fine new article illustrated with 8 pages of color photographs of the more popular types of dogs within each group—Sporting Dogs, Hounds, Working Dogs, Terriers, Toy Dogs, and Nonsporting Dogs. The text describes each of the 112 breeds recognized by the American Kennel Club. Special sections in the article cover selecting a dog, care and feeding, training, dog shows, and field trials. The most complete coverage of the subject to be found in any school encyclopedia. (No reprint available)



**VOCATIONS**—A new 18-page article that will widen the vision of high-school boys and girls and their instructors. It covers the problems of self-appraisal, job analysis, training, and national trends in vocational opportunities. More than 200 job descriptions for men and women in professional, semiprofessional, sales, clerical, service, and skilled worker groups are given in terms teen-agers can understand. Here is a brand-new approach to vocational counseling. The sort of information needed in high schools today. **FREE** reprint available.

**FREE to teachers:** Complete reprint of new article, "India" or "Vocations." Write for your copy.

**F. E. COMPTON & COMPANY** • 1000 N. Dearborn Street • Chicago 10, Illinois

**JONATHAN L. BOOTH, State Repr.** • 425 East 1st Street, Tucson, Arizona



**T**HE ANNUAL MEETING (Delegate Assembly) of the Arizona Education Association will be held at Phoenix College on April 2 and 3. It is expected that some 250 delegates will attend this two day meeting and establish the policies for the Association for the coming year.

**O**PENINGS ARE available for elementary teachers in the Indian Schools thruout the United States and in Alaska. The salary is \$3410 a year and no written test will be given. Maximum age limit is 50 years (waived for persons entitled to veteran preference). Instructions for applying may be obtained at many post offices thruout the country.

**F**REE TRIPS to Europe and Mexico as well as cash and scholarship awards will be granted to winners of the Annual High School Contest on the United Nations, to be held on March 25, 1954, under the sponsorship of the American Association for the United Nations. Schools should register with Miss Marion Jackson, Contest Secretary, American Association for the United Nations, 345 East 46th Street, New York 17, New York.

**T**HE THIRD National Education Workshop sponsored jointly by the Civil Air Patrol, will begin July 22. The Mile-High Campus of the University at Boulder again will be the scene of the project designed to provide a foundation for the teachers and instructors who are interested in giving courses in Aviation Education or integrating Aviation Education with courses already being taught in their respective schools.

**T**HE OAK CREEK SCHOOLS are pioneering with a special course in Journalism which is being given by Verde Independent Newspaper. A quote from school news states, "Communication is the foundation upon which our nation has grown, and a printed page is a storehouse where our youth must go to pick up where Dad left off. When these students return to full school duties they will take over this paper entirely. Who knows but in years to come they will be the leaders of this community." This school publication is to be commended for the wide range of information which it supplies to the adults of the community. For instance, one headline reads "PTA Announces Opening Of Adult Library at School." It appears that the school library has been extended to include a shelf of books for adults, and that part of the library will be open Wednesday evenings. Other columns include "School Politics" and "A Report to The Community." We heartily commend Mr. J. E. Nieman, Principal of the Oak Creek School.

**S**CIENCE TEACHERS from elementary, high schools, and colleges will meet in Chicago, April 1-3, to discuss how to cope with an increasing school population and a growing shortage in qualified science teachers. The group is a department of the National and commercial exhibits. Information may be held at the Morrison Hotel. There will be educational and commercial exhibits. Information may be obtained from Robert H. Carleton, Executive Secretary of NSTA, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

**S**TATE AND NATIONAL Conferences on Education, as proposed by the President in his State of Union message, should help to reveal the scope and gravity of the nation's educational crisis and give effect to the public demand that this serious problem be attacked. This is the opinion of William G. Carr, Executive Secretary of the National Education Association. These conferences, according to Dr. Carr, should include representatives of the teaching profession, of state and national government, and of all major segments of the general public.

**N**ORTH CENTRAL Association of Colleges and Secondary Schools will meet at Palmer House, Chicago, Illinois, March 22-26, 1954.

**A**RIZONA'S FIRST Science Fair will be held at Arizona State College at Tempe on April 9 and 10. It is designed to inspire greater interest among students in all fields of science. It is hoped that the winners at this occasion will be sent to participate in the National Science Fair at Purdue University next May. Further information may be secured by contacting Mr. George Woods of West Phoenix High School.

**T**HE ASSOCIATION FOR Health, Physical Education and Recreation will hold its annual meeting at the University of Arizona on March 31, April 1, 2 and 3. Miss Catherine Wilkinson is in charge of all arrangements and headquarters hotel will be the Pioneer in Tucson. This is the Regional Conference of this group and comes to Arizona just once in five years. The 1955 conference will be held in Las Cruces, New Mexico.

**K**NOW YOUR ARIZONA, a conservation workshop will be offered for the sixth time at Arizona State College in Tempe. It is designed to help educators gain an understanding and appreciation of Arizona's natural resources and the need for their conservation. The workshop will be held from June 7 to July 10.



# UNIVERSITY OF ARIZONA

## College of Fine Arts



*The Symphonic Band is one of the many channels open to University students for full development of their creative and artistic talents.*

**T**HE FINE ARTS form part of our cultural heritage, enrich our lives, give immortal testimony to the God-given heights of the human spirit. In the schooling of our youth, as in the training of their teachers, the Arts are essential to a sound educational background. They provide the student with lifelong spiritual values and unfold new vistas for useful service.

THE UNIVERSITY OF ARIZONA COLLEGE OF FINE ARTS offers courses in four major fields:

### MUSIC

The varied curricula include instruction in 18 musical instruments, voice, choral singing, ensembles, band and orchestra, theory, composition, history, literature, and music education. The School of Music is a member of the National Association of Schools of Music.

### ART

Courses cover theories and techniques of the visual arts, the appreciation of art, art history and art education. The University Gallery includes the Kress Collection of Renaissance Masterpieces and seven other distinguished collections.

### SPEECH

Specialized training includes all phases of public speaking, oral interpretation, speech pathology, audiology, audiometry, and clinical techniques in speech and hearing disorders.

### DRAMA

Courses provide intensive technical training in the arts and crafts of the theatre, including acting, direction, production, and problems of dramatic arts in fields of education and recreation.

A HIGHLY COMPETENT STAFF, dedicated to the finest cultural, social, and educational ideals, offers students an opportunity for unlimited development and growth.

*Other major divisions of study at the University of Arizona include: Agriculture, Business and Public Administration, Education, Engineering, Home Economics, Law, Liberal Arts, Mining, Physical Education, Pharmacy, and the Graduate College.*

**The 1954 Summer Session will offer 212 courses in 35 Departments**

**First Term: June 7—July 10; Second Term: July 12—August 14**

**For further information, write : Director of Admissions, University of Arizona, Tucson**

## A guest editorial

# WHY BE SELF-CONSCIOUS?

By **WALTER MAXWELL**, a field secretary for the California Teachers Association and until recently the Executive Secretary of the Arizona Education Association

**N**OW THAT I am no longer an AEA employee and am safely distant from Arizona, here are some things that I want to say:

The AEA is still self-conscious. It does not yet fully appreciate itself—another way of saying that many of its members do not fully appreciate what the AEA has done, what it is now doing and what it represents to the schools of Arizona.

With advertisers constantly proposing "tests" of their products to consumers, let me propose a "test" of the AEA to each person reading this editorial. You doubtless belong to numerous organizations—social, fraternal, business and civic. Ask yourself whether any one of these has anything like the record of accomplishment of the AEA, or provides you anywhere near as many valuable services per dollar invested in dues.

The AEA is the organization that cleaned up many aspects of a State School Lands situation that could only be described as "a mess." In doing so it added about \$1,000,000 a year in income to our state schools.

The AEA has faced and fought some of the most powerful business interests in Arizona on behalf of equalization of school opportunity for the children of Arizona. Twice since the 1930s it won substantial increases in State Aid to schools. In 1950 the opponents of school tax equalization were forced to expend more than \$300,000 to defeat an equalization initiative measure sponsored by the AEA. And that battle is far from over, for a new concept was given the people of Arizona by the initiative campaign of 1950. There is today a steadily mounting interest in equalization of school opportunities and equalization of school taxes.

This is the same AEA that is working steadily for better and better salary schedules for teachers; for the maintenance of high standards of performance from Arizona teachers, through strict adherence to Arizona's high standards of teacher certification.

This is the same AEA that fought long and hard—and won the battle—for a Fair Dismissal Law to protect teachers from unjust dismissal. It is the same AEA that in successive legislative campaigns achieved one of the better state teacher retirement programs in the nation.

The same AEA of yours provides its members a long list of personal and professional services: legal



Walter  
Maxwell

services on professional matters; field service and counselling on a wide range of problems; leadership training; conferences and conventions; and a range of group insurance services, any one of which may save the member a very worthwhile sum of money each year.

Yet in doing all these things and many more your AEA remains one of those rare organizations without a mortgage or other debts. The headquarters building and grounds are debt free. Your Executive Committees of recent years have consistently been able to set aside a small reserve of money from each year's AEA income.

How have all these things been done? How can the AEA continue with such a range of services?

In the first place, the AEA has an outstanding staff. Miss Lois Rogers, Acting Executive Secretary, is responsible for many of the steps forward that the AEA has taken in recent years. Few people know more about professional organization. None are more devoted to its cause. And, I am advised, Miss Rogers will soon be joined on the AEA staff by Mr. Jack Galvin of Prescott. In my opinion the Executive Committee made an outstanding choice in selecting Mr. Galvin. To assist and complement Miss Rogers and Mr. Galvin, the AEA has a secretarial and accounting staff that is the envy of most other groups and business concerns that have contact with your AEA headquarters office.

But at its base, the AEA program rests squarely upon the AEA membership and its elected leaders. A lion's share of the credit for the AEA's program belongs to the men and women who are elected to your Delegate Assembly and Executive Committee. To my mind the Association has been singularly blessed with the kind of people it has been able to attract into service as leaders. Above all, the AEA has had great good fortune—as it has today—in the caliber of men and women elected to the position of President of the Association.

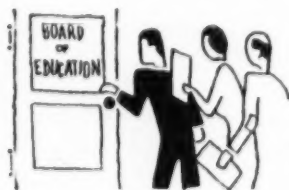
It appears to me that AEA members have every

See page 23

## AEA DEFENSE COMMISSION

**"YOU DON'T** cut the mustard" was the only reason a capable young teacher could get after an earnest attempt to learn why his contract had not been renewed. — "Are you happy here?" a superintendent was accustomed to ask his teachers at contract time. But the only teacher in the school who had indicated her happiness by buying a home was dismissed with the statement, "I don't think you are happy here".

"There is no reason." "We don't have to give reasons." Such were the only statements that could be elicited in connection with the dismissal without warning of a teacher about whose character and competence not a single person voiced the slightest criticism. "When the Door Is Closed to Fact . . ." (rumor flies out the window)" is the title of the Defense Commission's first published report. "Without Warning" tells the story of the principal who was suddenly told late in the year and without explanation that his contract would not be renewed, although in a few years he had made a good school out of a very poor one.



By 1947 teachers and administrators were finding their efforts to raise the standards of the profession seriously handicapped by the increasing number of dismissals for unjust, sometimes capricious or vindictive, and often no stated reasons.

*Told by THOMAS P. TAMMEN at the request of the AEA Committee on Tenure. Mr. Tammen is chairman of the AEA Defense Commission and a past president of the Arizona Education Association.*

Even when teachers were justly dismissed, the procedure was sometimes heartless, as in the case of ten teachers in a school who were notified by curt, identical, undated, mimeographed notices in their mailboxes. Even if, as stated in the heading of an article in the *Arizona Teacher Parent* in 1945, "It Doesn't Pay to Keep Poor Horses, or Poor Teachers", still a differentiation in treatment seemed indicated.

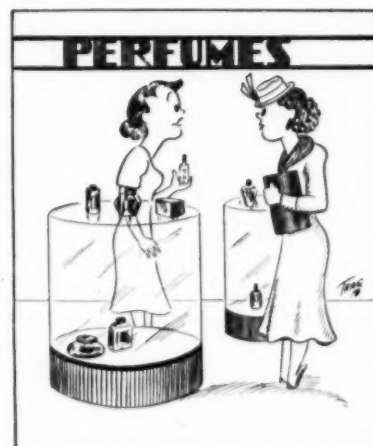
### First ethics committee

In 1947 the Executive Committee, which had taken care of defense matters since the first case in 1943, appointed an AEA Ethics Committee whose name was soon changed to the Arizona Defense Commission. Its full name, the Arizona Commission for the Defense of Democracy through Education and its purposes, principles, policies, and procedures, are in harmony with those of the National Commission sponsored by the NEA. The purposes of both Commissions are: (1) to bring to the general public a fuller understanding of the importance of a better education for all our people, if our American democracy and way of life are to be maintained; (2) to defend educators, schools, and the cause of education against unjust attacks, and to investigate charges involving them, justly, fearlessly, and in the public interest; and (3) to work for educational conditions essential for the perpetuation of our democracy."

### Commission appointed

At the appointment of the first Commission in Arizona the AEA President stated, "It is not our wish to embarrass anyone, but no

longer can anyone consider school problems, and especially the problems of teachers, as 'administrative matters' that are of concern only to the officials of the local districts; for the public is beginning to show great concern for teaching standards and for the conditions that tend to encourage or discourage competent teachers, or to thwart our efforts to make teaching more attractive to capable and talented people."



**"It's even been known to get a school teacher a better salary!"**

The first Commission adopted and recommended certain practices to promote sound professional relations among teachers, administrators, and school boards, practices based on the principle stated by the National Commission, that "a practice which is ultimately good for the children is professionally correct, and one which is ultimately bad for the children is professionally incorrect." Therefore, a teacher should be notified as early as possible if his work is not satisfactory, be given assistance over a reasonable period of time to overcome

his defects or deficiencies, and if he fails, he should on his request be given a written statement of reasons for failure to renew his contract and an opportunity to be heard by the Board. Of these recommended practices, the written statement of reasons for a dismissal by a set date, and the hearing, have been made law, though no hearing before a board so far has changed its decision. And often no prior notice of specific dissatisfaction and no opportunity or assistance to improve are provided.

While the great majority of the cases before the Commission have been concerned with dismissals, others have involved suits against teachers and administrators for corporal punishment of children, accusations of communism and socialism, racial and religious discrimination against teachers, salary slashes to get around the fair dismissal law, efforts of large taxpayers to keep unorganized territory out of school districts to avoid school taxes, the improvement of school housing in some small railroad districts, and recently, a request for aid from parents to prevent an allegedly unfit principal from reassuming his position. About forty cases in the past decade have come before the Executive Committee and the Defense Commission, but at least that many requests for information and assistance have been handled by the Secretaries and the Legal Counselor. These requests included certification and retirement questions; points of legal rights, responsibilities, and procedures; and even private problems; and they have been brought to the office by teachers, administrators, board members, and other citizens. In about half the cases that have come before the Commission involving dismissals, the Commission has supported the administrative officials, though sometimes with criticism of the procedures followed.

The Commission considers only those cases which originate with the submission of written state-

ments of appeal or filings of charges. A preliminary inquiry determines the probable merit of a case and what action can be taken, if any. The investigation, if decided on, consists of gathering and evaluating facts. The most difficult and time consuming part of an investigation is the gathering of oral evidence in the field. Publicity is given a case only with the approval of the Executive Committee. The Commission is constantly aware of the importance of winning public approval by conducting its investigations with dignity, unity, and fairness. It is the hope of the Commission that more administrators, and boards of education, will turn to it with increasing confidence.

The Commission will consider any request brought to it, but it will seldom institute an investiga-

Up to the time the present law relating to dismissals became operative in 1950, publicity was the only weapon in the Commission's arsenal; and it was effective, not in restoring the jobs of teachers and administrators unjustly dismissed, but in reducing the number of such cases, arousing public opinion and teacher courage, stimulating more interest in school board elections, carrying on a campaign of education in the ethics of the profession, effecting some improvements in dismissal procedures, motivating the establishment of written fair dismissal procedures in three or four schools, and above all, in enlisting support for a fair dismissal law. The value of the Commission's work often doesn't show up till later. It has consistently opposed discrimination against teachers on ac-



Reproduced by special permission of Consolidated News Features, Inc.

tion or recommend expenditure of funds for non-members, and only in cases involving principles or conditions that affect generally the welfare of the children of Arizona or the teaching profession; and each appeal is judged on its merits. Teachers or administrators who have any reason to suppose that they might be liable at some time for acts in school should carry "On-the-Job" Liability Insurance, which the AEA has been offering and publicizing for three or four years. The AEA will furnish only legal advice in such cases.

count of race, creed, marital status, or sex.

The profession owes much to two groups of pioneers: the teachers and administrators who, for the sake of advancement of teaching, suffered the unwelcome publicity, which was the profession's only weapon; and those who conducted the often frustrating investigations with considerable danger to their own security.

What are some of the Commission's limitations? Its members are

Page 23



Dr. Virgil Gillenwater, chairman of the AEA Commission on Teacher Education and Professional Standards, presents some views on teacher-pupil relationships which leave us wondering---

## Problem Child or Problem Teacher?

**F**EW TEACHERS are fortunate enough to escape having a problem child in their classroom—at least so we are led to believe. If little Johnnie isn't keeping the room in an uproar with his antics, then little Mary is so shy and retiring that she is a constant threat to the teacher's feeling of adequately being able to handle all situations.

Psychologists have been telling us for years that the classroom teacher's conception of the prob-

verse the procedure and ask ourselves if we are problems to them? Might not many of our situations result because the teacher is a problem in the minds of a single boy or girl? How many so-called problem children are such because of the manner in which they view their teacher? Does not the teacher need to bear part of the blame for her own problems in short trousers or in pigtailed?

Personalities react in any of a

development has failed in most cases to impress upon her that the pupils make judgments about the teacher, and that oftentimes these judgments are better than the teacher can make about herself. Many times, of course, the judgment of the child with respect to an adult is not complete nor accurate—yet is such not the case when reversed? Again, many of our child psychology courses tend to characterize children by age levels and accompanying patterns of growth and behavior. Too seldom do these courses provide an opportunity for an extensive study of the child as an individual. Too seldom, as well, are prospective teachers given an opportunity to analyze themselves and see what others may see as they view them.

Granted that overcrowded classrooms and half-day schedules do not provide ample opportunity for individual child study, but how many of us really make a careful attempt to try to understand why we think of a child as a problem child? How many of us ever wonder if we are a problem teacher? How many of us are willing to admit a share in the problems that we view in the children? Conflicts of personalities are no discredit to either of any individuals involved. A *complete* understanding of such conflicts, if they do exist, may go a long way in resolving them and clearing up an otherwise unpleasant situation.

The days have long passed since the pupil feared the teacher and carefully screened any undesirable action under the guise of a model pupil. Respect has replaced fear, but respect must be a mutual feeling between teacher and pupil. The

lem child is too often based on the thought that problems come with discipline or with questions of behavior when measured against moral standards. Too seldom, they say, do we recognize the shy and retiring individual who is the real problem child. Taken for granted that the modern teacher recognizes Mary as well as Johnnie when discussing her problem children, it appears that we are still overlooking some very real problems. We look at the classroom of boys and girls and see which ones present problems to us—do we ever try to re-

thousand ways when brought face to face with other personalities. Yet, how many times do we as teachers ever suspect that our own personality may not be adequate when we find it in conflict with a youngster. The child who is shy, the child who is bored with it all, or even the "mischievous" child may well find that it is the best means of attacking Miss Jones; yet Miss Jones finds it difficult to admit that she, and not the child, is the problem.

The teacher's training in child

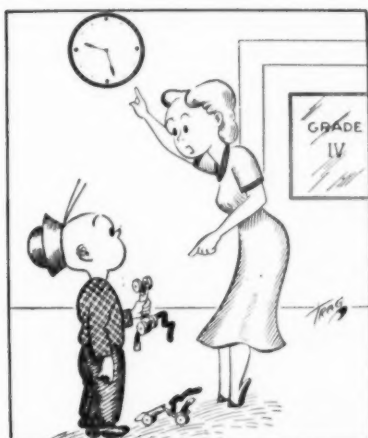


ARIZONA EDUCATORS WHO ATTENDED THE REGIONAL CONFERENCE OF THE NEA COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS IN SANTA FE LAST JANUARY ARE: TOP ROW, WM. PODLICH, FRED HAWKES, VERNON HATHCOCK, CLARENCE JOHNSON, MARION DONALDSON; SECOND ROW, VERA BUTLER, FLORENCE HOLLADAY, ROBERT S. FOUCH, LAWRENCE WALKUP, ROBERT MOORE, O. K. GARRETTSON, R. R. ROBINSON, VIRGIL GILLENWATER; FRONT ROW, T. M. STINNETT, FAITH NORTH, LILLIAN JOHNSTON, MADELINE HUBBARD, WINONA MONTGOMERY.



lack of respect of a pupil for a teacher may be shown by actions that cause him to be labelled a problem child. Respect can be earned best by understanding—a two way proposition. Chances are the opinion that the pupil holds of the teacher is a well considered one, or if ill founded then he needs to gain a more honest opinion.

One of the most important elements of parent education is to attempt to view your actions as the child does. How reasonable are your demands and requests when considered from the child's viewpoint? How do we appear when towering over them in their play pens or admonishing them for wrongdoing? We have failed to carry this into our teacher-education yet it is very appropriate. How does the teacher appear in the eyes of the pupil while carrying on her many duties throughout the day? Does this request sound reasonable to them? Does this activity meet needs and interests or is it too adult or too childish in the eyes of the little folks? Perhaps we have undersold the child in his ability to judge human nature. If so, should we not try to correct our own misgivings along with trying to help him establish himself as an important person whose actions can be fully explained in his own thinking?



"A broken skate is not a 'transportation difficulty' . . . not when you live right next door!"

MARCH, 1954

The NEA President, WILLIAM A. EARLY, greets the teachers of America,

## Ours Is A Common Goal

ONCE AGAIN across this great nation of ours from the mountains to the sea—the familiar peal of the school bell has rekindled the responsibility that is ours in molding through education the future of our youth.



William Early

This year unfolds anew the opportunity to make the teaching profession worthy of its standards.

Ours is a common goal—to provide the oil for the lamps of learning. This oil must continue to flow. The winds of aggression and distrust cannot extinguish the flame through our never-ending desire to acquire and diffuse the oil of knowledge. It is our privilege—our destiny to keep these lamps burning. Teacher and youth alike have a part in this.

We are keenly cognizant of the role that education must play in this ever-changing world of diverse and critical conclusions. Multiple educational resources of intrinsic value must not remain dormant.

Precious lives are entrusted to our care. We cannot fail them. We must never lose our belief in youth. We must never say we have reached the end. There is always something more—something greater to strive for. Education cannot make us all leaders—but it can teach us which leader to follow. The need for unity is greater than all differences. Shifting circumstances will challenge the teacher for proper guidance of footsteps yet unplanted on the soil of adversity and disappointment.

As educators it is our privilege to instill in the youth today—faith in God, in home and in country; to inculcate the habits and ideals of better living to meet and conquer the forces that would tend to destroy education—our mighty bulwark of democracy.

You have conferred upon me the highest honor that could be desired in our professional world. I am very proud and at the same time humble in light of this expression of confidence in trusting to my hands the leadership of your great organization and your professional interests.

As you know, it has been a thousand times observed, and I must observe it once again, that the happy hours we pass with real prospects in view are more pleasing than those crowned with fruition.

Thus, by every standard of attainment, I will continue to work for the greater effectiveness of education and the principles of the National Education Association. The larger our membership in the National Education Association—the stronger our line of defense against misunderstanding and attack.

May our faith and inspiration in the teaching profession make us worthy of the mantle which we have chosen to wear.



Just pretend it's "Custer's Last Stand"...

## AMERICA'S PROBLEM

**LAFE NELSON, Superintendent  
Safford Public Schools**

**E**IGHT PERCENT of all crime in the United States is committed by youngsters under 17 years of age. This statement was made by J. Edgar Hoover, Chief of the Federal Bureau of Investigation, and published in the Boy Scout Magazine. Furthermore, 53 percent of all automobile thefts in the United States last year were committed by children under 17 years of age.

### What is the cause?

The American home, the American school, and the American church must share the blame with people. More people attend church than ever before; church membership is increasing twice as fast as our population; but the sad fact remains that the children who most need the positive influence of the church are not in attendance. This is the responsibility of the parent. The one way for children to come in contact with the church influence is to attend church functions.

Some 40 years ago my dad called one Sunday morning saying, "Son, I want you to go to Sunday school."

The bed felt unusually comfortable that morning for I had been out late the night before and no Sunday school lesson could compete with such comfort. My mind was made up. I would stay in bed. Dad called the second time and I replied, "I am not going." His reaction was instantaneous and the words of refusal had no more than left my mouth when I was helped out of my beloved pillows by a strong hand at the nape of my neck. In the space of a few exciting seconds I received the most effective gospel lesson I have ever received in my life. It came at the hot end of an old-fashioned razor strap. I decided that Sunday school was more comfortable that morning than home, under the circumstances.

I am not recommending a return to razor-strap philosophy, but I become more certain as the years go by that parents must insist that their children associate themselves with the uplifting influence of the church of their choice.

### A need for authority

It is most important, I believe, that children learn the meaning of

authority and come to know obedience to that which is properly constituted. Crime is simply a pronounced defiance of the authority of law.

The ultimate in acceptable discipline is self-discipline, but a baby must learn to crawl before he learns to walk. The school population is greater today than in the history of the nation and here again is multiplied opportunity to touch the lives of people. Schools have a responsibility to children and to society to put across the lesson of the importance of obedience to proper authority. It is my contention that school systems render a disservice when pupils are allowed to proceed on the basis of disobedience and disregard for law, order and regulation.

Our school is devoid of physical punishment and we believe that, for the most part, public schools can secure obedience without resort to this type of penalty.

Disobedience in the home handicaps the child for happy living in the school and community. All organized society involves obedience to and respect for the established order.

The teaching of the old-fashioned lesson of the old-fashioned obedience in our homes, in our churches and in our schools will, in my opinion, lower the statistics in J. Edgar Hoover's horrifying report of the frequency of juvenile crimes in our beloved America. Widespread disobedience is only another name for anarchy—a condition we cannot tolerate.



## Higher Education Faces Salary Problems, Too

**H**OW ATTRACTIVE is college and university teaching? Do salaries beckon to the successful, ambitious, comprehensively prepared public-school teacher? It is common knowledge that enrolment in institutions of higher learning will expand enormously as larger numbers of youth attain college-going age, and thus more staff will be in demand. A look at the salary structure of higher education should be timely.

The NEA Research Division, in its continual effort to contribute to the improvement of teaching in the public schools, has built up a meaningful backlog of salary information thru its periodic studies. Last spring a similar effort was directed to degree-granting institutions. The findings, reported in the *Research Bulletin* for December 1953, show both good and bad elements in the salary structure of higher education in America today. These points stand out:

1. The range, from best to poorest, is wider than the range from the best financed public-school district to the poorest.

2. Higher education presents many attractive professional opportunities, with a greater number in prospect; yet many college staff members are serving more for the professional satisfactions than for the meager salaries they receive.

3. The salary-schedule principle is gaining in favor, but is not yet as well established in higher education as in the public schools; about two-thirds of the colleges and universities participating in the study now operate salary schedules; most of these have been created within the last decade.

4. In general, the schedule is cre-

ated, and revised, by a controlling board or the college administration; the local staff participates in this activity in only about 12 percent of the reported cases.

5. Schedules take sharp account of rank, but they do not dictate any discrimination because of the sex of the staff member.

See page 30

### Acts Of Faith

**T**EACHING is the performance of one act of faith after another. We teach reading *today* in the belief that tomorrow the child will use that skill for useful and creative purposes. We teach arithmetic *today*, believing that tomorrow the child will put that skill to work wisely. We teach conservation with the faith that tomorrow the child will use its precepts to honor and conserve nature and not deface it.

We teach these things day after day without knowing what the outcomes of our teaching will be. We have faith that the results will be good for the child and for society.

Without faith a teacher's work is without spirit. With faith a teacher's work is inspired.

But a teacher's faith is not inexhaustible. How is he to replenish his faith? Where is he to find its well-spring?

*Have faith in yourself.* Believe with Walt Whitman that "every human soul is full of mighty agencies, glorious capabilities. . . ." Believe, as Whitman says again, "that human being is owner of something far beyond the brightest bauble that ever glittered on an emperor's head. . . ."

*Have faith in the community.* Despite attacks on education, despite protests of high taxes, and of reduced budgets, have faith that in the long run the community will

stand by its children and therefore it will stand by its teachers and its schools.

*But above all, have faith in the child.* Despite what we may think of him in moments of disillusionment, here is a being able to learn, to grasp, to understand. He can see profit by experience. He is flexible. As William E. Martin and Celia B. Stendler have said, "The child flourishes any place in the world, given half a chance, whether he be an Eskimo at the North Pole or a Hottentot in some African jungle. What other species of life can be found to exist under such varying conditions?" And they add: "The child tends to learn to read whether he is taught by the phonetic, the alphabet, the phrase, the work, the sentence, the kinesthetic, the visual, the auditory, or the experience method. But he also tends to learn when he is taught by a combination of these methods."

Have faith in the child because he is capable of many things.

"We look at Fred, a six-year old boy," continue Drs. Martin and Stendler. "We can't help but wonder: What will he be twenty years from now? Will he be a Republican or a Democrat? Will he attend church on Sunday morning? Or will he be playing golf? Will he play the piano or only the radio? We cannot answer these questions.

NEA-AEA  
Members Teachers Percentage of  
Membership

# NEA—Professional Members

Number following school name indicates

## APACHE COUNTY

|                          |    |    |      |
|--------------------------|----|----|------|
| Eagar Elementary         | 3  | 9  | 33%  |
| Klagetoh Elementary (2)  | 1  | 1  | 100% |
| McNary Public Schools    |    |    |      |
| Central                  | 3  | 11 | 27%  |
| Columbus                 | 1  | 2  | 50%  |
| Washington (2)           | 3  | 3  | 100% |
| McNary High              | 5  | 8  | 63%  |
| Sanders Public Schools   |    |    |      |
| Puerco Elementary        | 9  | 12 | 75%  |
| Sanders High             | 5  | 6  | 83%  |
| Springerville Elementary | 1  | 6  | 17%  |
| St. Johns High           | 4  | 8  | 50%  |
| Vernon Elementary        | 1  | 2  | 50%  |
| Window Rock Consolidated | 14 | 18 | 78%  |
| Round Valley High        | 4  | 8  | 50%  |

## COCHISE COUNTY

|                          |    |    |      |
|--------------------------|----|----|------|
| Benson Public Schools    |    |    |      |
| Benson Elementary        | 12 | 20 | 60%  |
| Benson Union High        | 7  | 12 | 58%  |
| Bisbee Public Schools    |    |    |      |
| Central (2)              | 13 | 13 | 100% |
| Greenway (2)             | 16 | 16 | 100% |
| Horace Mann              | 8  | 14 | 77%  |
| Lincoln                  | 6  | 6  | 100% |
| Lowell                   | 19 | 21 | 91%  |
| Bisbee Senior High       | 29 | 29 | 100% |
| Bowie Public Schools     |    |    |      |
| Bowie Elementary         | 4  | 4  | 100% |
| Bowie High               | 5  | 5  | 100% |
| Cochise Elementary       | 3  | 4  | 75%  |
| Douglas Public Schools   |    |    |      |
| A Avenue (6)             | 10 | 10 | 100% |
| Clawson (4)              | 10 | 10 | 100% |
| Fifteenth Street (4)     | 4  | 4  | 100% |
| Intermediate             | 6  | 14 | 43%  |
| Pirtleville              | 2  | 5  | 40%  |
| Sarah Marley             | 16 | 17 | 94%  |
| Douglas Junior High      | 16 | 24 | 66%  |
| Douglas Senior High      | 10 | 25 | 40%  |
| Forrest Elementary       | 2  | 2  | 100% |
| Fort Huachuca            | 1  | 2  | 50%  |
| Pomerene Elementary (2)  | 5  | 5  | 100% |
| Pool Elementary          | 1  | 1  | 100% |
| Portal Elementary        | 1  | 1  | 100% |
| Tombstone Public Schools |    |    |      |
| Tombstone Elementary     | 9  | 9  | 100% |
| Tombstone High (4)       | 8  | 8  | 100% |
| Willcox Public Schools   |    |    |      |
| Willcox Elementary       | 12 | 21 | 57%  |
| Willcox Union High       | 2  | 12 | 17%  |

## COCONINO COUNTY

|                           |    |    |      |
|---------------------------|----|----|------|
| Flagstaff Public Schools  |    |    |      |
| Dunbar (6)                | 3  | 3  | 100% |
| Emerson (6)               | 19 | 19 | 100% |
| Sedona (5)                | 3  | 3  | 100% |
| South Beaver (4)          | 14 | 14 | 100% |
| Thomas (4)                | 12 | 12 | 100% |
| Flagstaff Junior High     | 13 | 13 | 100% |
| Flagstaff Senior High (3) | 23 | 23 | 100% |
| Fredonia Public Schools   |    |    |      |
| Fredonia Elementary (5)   | 4  | 4  | 100% |
| Fredonia High (7)         | 4  | 4  | 100% |
| Grand Canyon (2)          | 8  | 8  | 100% |

|                         |    |    |     |
|-------------------------|----|----|-----|
| Williams Public Schools |    |    |     |
| Williams Elementary     | 14 | 20 | 70% |
| Williams High           | 3  | 11 | 27% |

## GILA COUNTY

|                       |    |    |      |
|-----------------------|----|----|------|
| Globe Public Schools  |    |    |      |
| East Globe            | 8  | 8  | 100% |
| Hill Street           | 14 | 15 | 93%  |
| Noftger Hill          | 12 | 12 | 100% |
| Globe Jr.-Sr. High    | 18 | 33 | 55%  |
| Miami Public Schools  |    |    |      |
| Benjamin Franklin (2) | 3  | 3  | 100% |
| Bullion Plaza         | 15 | 22 | 68%  |
| Inspiration Addition  | 12 | 16 | 75%  |
| Buena Vista (3)       | 5  | 5  | 100% |
| Federal Housing Unit  | 1  | 3  | 33%  |
| Oak Street            | 1  | 2  | 50%  |
| Washington (George)   | 19 | 28 | 68%  |
| Miami High            | 11 | 21 | 52%  |
| Packard Elementary    | 1  | 1  | 100% |
| Roosevelt Elementary  | 1  | 1  | 100% |
| Young Elementary      | 4  | 5  | 80%  |

## GRAHAM COUNTY

|                           |    |    |      |
|---------------------------|----|----|------|
| Ft. Thomas Public Schools |    |    |      |
| Ft. Thomas Elementary     | 2  | 6  | 33%  |
| Ft. Thomas High           | 3  | 7  | 43%  |
| Pima Public Schools       |    |    |      |
| Pima Elementary           | 10 | 10 | 100% |
| Pima High                 | 8  | 8  | 100% |
| Safford Public Schools    |    |    |      |
| Safford Elementary        | 12 | 16 | 75%  |
| Safford Building B        | 8  | 11 | 72%  |
| Safford Building C (2)    | 11 | 11 | 100% |
| Safford High              | 12 | 21 | 57%  |
| Solomonville Elementary   | 7  | 11 | 64%  |
| Thatcher Public Schools   |    |    |      |
| Thatcher Elementary (2)   | 13 | 13 | 100% |
| Thatcher High             | 11 | 13 | 85%  |

## GREENLEE COUNTY

|                        |    |    |      |
|------------------------|----|----|------|
| Clifton Public Schools |    |    |      |
| Chase Creek            | 6  | 8  | 75%  |
| Liem (6)               | 5  | 5  | 100% |
| South Clifton          | 8  | 9  | 88%  |
| Clifton High           | 13 | 15 | 87%  |
| Duncan Public Schools  |    |    |      |
| Duncan Elementary      | 10 | 16 | 63%  |
| Duncan Union High      | 3  | 9  | 33%  |
| Morenci Public Schools |    |    |      |
| Coronado               | 7  | 9  | 77%  |
| Fairplay               | 9  | 11 | 82%  |
| Humboldt               | 8  | 9  | 88%  |
| Longfellow             | 6  | 8  | 75%  |
| Plantsite              | 9  | 13 | 69%  |
| Morenci Junior High    | 7  | 7  | 100% |
| Morenci Senior High    | 13 | 23 | 57%  |

## MARICOPA COUNTY

|                                   |   |   |      |
|-----------------------------------|---|---|------|
| John Barry Accommodation          | 2 | 3 | 66%  |
| Blue Mountain Accommodation       | 1 | 1 | 100% |
| Crippled Children's Accommodation | 1 | 3 | 33%  |

|                                |  |  |  |
|--------------------------------|--|--|--|
| Horse Mesa Accommodation       |  |  |  |
| Sahuaro Lake Accommodation (6) |  |  |  |
| Williams Field Elementary      |  |  |  |
| Alhambra Elementary            |  |  |  |
| Alhambra (3)                   |  |  |  |
| Westwood                       |  |  |  |
| Montebello                     |  |  |  |
| Arlington Elementary           |  |  |  |
| Avondale Elementary            |  |  |  |
| Balsz Elementary District      |  |  |  |
| Balsz Elementary               |  |  |  |
| Griffith                       |  |  |  |
| Buckeye Public Schools         |  |  |  |
| Buckeye Elementary             |  |  |  |
| Buckeye High                   |  |  |  |
| Cartwright Elementary          |  |  |  |
| Cave Creek Elementary          |  |  |  |
| Chandler Public Schools        |  |  |  |
| Chandler Heights (5)           |  |  |  |
| Cleveland                      |  |  |  |
| Ocotilla                       |  |  |  |
| Winn (10)                      |  |  |  |
| Chandler Junior High           |  |  |  |
| Chandler Senior High           |  |  |  |
| Creighton Elementary           |  |  |  |
| Creighton                      |  |  |  |
| Lafayette                      |  |  |  |
| Loma Linda                     |  |  |  |
| Monte Vista                    |  |  |  |
| William T. Machan              |  |  |  |
| Papago                         |  |  |  |
| Fowler Elementary              |  |  |  |
| Gila Bend Public Schools       |  |  |  |
| Gila Bend Elementary           |  |  |  |
| Gila Bend High                 |  |  |  |
| Gilbert Public Schools         |  |  |  |
| Gilbert Elementary             |  |  |  |
| Gilbert High                   |  |  |  |
| Glendale Public Schools        |  |  |  |
| Glendale Unit I                |  |  |  |
| Glendale Unit II (5)           |  |  |  |
| Glendale Unit III (2)          |  |  |  |
| Glendale Union High            |  |  |  |
| Sunnyslope High                |  |  |  |
| Higley Elementary (3)          |  |  |  |
| Isaac Elementary District      |  |  |  |
| Isaac                          |  |  |  |
| James B. Sutton                |  |  |  |
| Kyrene Elementary              |  |  |  |
| Laveen Elementary              |  |  |  |
| Litchfield Public Schools      |  |  |  |
| Litchfield Elementary          |  |  |  |
| Litchfield High                |  |  |  |
| Littleton Elementary           |  |  |  |
| Madison Elementary District    |  |  |  |
| Madison #1 (10)                |  |  |  |
| Madison #2 (4)                 |  |  |  |
| Richard Simis                  |  |  |  |
| Mesa Public Schools            |  |  |  |
| Alma (8)                       |  |  |  |
| Franklin (10)                  |  |  |  |
| Irving                         |  |  |  |
| Lehi (8)                       |  |  |  |



# At All-Time High—AEA

consecutive years of 100 per cent enrolment.

|    |    |      |                                |     |     |      |
|----|----|------|--------------------------------|-----|-----|------|
| 1  | 1  | 100% | Lincoln (10)                   | 17  | 17  | 100% |
|    |    |      | New School                     | 12  | 12  | 100% |
| 1  | 1  | 100% | Booker T. Washington (10)      | 4   | 4   | 100% |
| 7  | 16 | 44%  | Webster (10)                   | 16  | 16  | 100% |
| 48 | 48 | 100% | Mesa Junior High               | 47  | 56  | 84%  |
| 25 | 27 | 93%  | Mesa High                      | 46  | 51  | 90%  |
| 22 | 24 | 92%  | Murphy Elementary District     |     |     |      |
| 2  | 7  | 29%  | Murphy #1                      | 49  | 61  | 80%  |
| 7  | 48 | 15%  | Murphy #2 (2)                  | 12  | 12  | 100% |
|    |    |      | Osborn Elementary District     |     |     |      |
| 25 | 36 | 69%  | Osborn (8)                     | 39  | 39  | 100% |
| 8  | 17 | 47%  | Encanto                        | 42  | 46  | 92%  |
|    |    |      | Grandview                      | 28  | 31  | 90%  |
| 13 | 25 | 52%  | Longview (2)                   | 34  | 34  | 100% |
| 3  | 16 | 19%  | Palo Verde Elementary District |     |     |      |
| 2  | 8  | 25%  | Unit 1                         | 1   | 6   | 18%  |
| 1  | 2  | 50%  | Peoria Public Schools          |     |     |      |
|    |    |      | Peoria Elementary              | 9   | 26  | 35%  |
| 1  | 1  | 100% | Peoria High                    | 2   | 14  | 14%  |
| 26 | 26 | 100% | Phoenix Elementary District    |     |     |      |
| 1  | 3  | 33%  | Phoenix Administration         | 16  | 17  | 94%  |
| 4  | 4  | 100% | Adeline Gray (3)               | 17  | 17  | 100% |
| 22 | 26 | 85%  | Mary Bethune                   | 26  | 26  | 100% |
| 17 | 31 | 55%  | Capitol (6)                    | 15  | 15  | 100% |
|    |    |      | Dunbar                         | 18  | 19  | 95%  |
| 53 | 56 | 96%  | Edison (4)                     | 15  | 15  | 100% |
| 11 | 24 | 46%  | Emerson                        | 33  | 34  | 97%  |
| 3  | 16 | 19%  | Franklin (3)                   | 16  | 16  | 100% |
| 11 | 38 | 29%  | Garfield (2)                   | 24  | 24  | 100% |
| 6  | 41 | 15%  | Grace Court (5)                | 34  | 34  | 100% |
| 13 | 17 | 76%  | Grand Avenue                   | 4   | 4   | 100% |
| 1  | 8  | 13%  | Grant (6)                      | 20  | 20  | 100% |
|    |    |      | Heard                          | 18  | 22  | 82%  |
| 7  | 7  | 100% | Jackson (10)                   | 15  | 15  | 100% |
| 5  | 8  | 63%  | Kenilworth                     | 32  | 33  | 97%  |
|    |    |      | Lincoln (10)                   | 18  | 18  | 100% |
| 24 | 24 | 100% | Longfellow (6)                 | 18  | 18  | 100% |
| 12 | 15 | 80%  | Lowell (10)                    | 38  | 38  | 100% |
|    |    |      | McKinley (10)                  | 5   | 5   | 100% |
| 46 | 51 | 90%  | Monroe                         | 28  | 28  | 100% |
| 13 | 13 | 100% | Monterey Park (4)              | 7   | 7   | 100% |
| 12 | 12 | 100% | Stevenson                      | 37  | 42  | 88%  |
| 43 | 43 | 100% | Washington (10)                | 7   | 7   | 100% |
| 9  | 17 | 53%  | Booker T. Washington           | 22  | 22  | 100% |
| 5  | 5  | 100% | Whittier (10)                  | 26  | 26  | 100% |
|    |    |      | Phoenix Union High Schools     |     |     |      |
| 28 | 38 | 74%  | Camelback High                 | 17  | 26  | 65%  |
| 22 | 31 | 71%  | Carver High (6)                | 21  | 21  | 100% |
| 8  | 10 | 80%  | North Phoenix High             | 93  | 95  | 98%  |
| 5  | 8  | 63%  | Phoenix Union High             | 129 | 129 | 100% |
|    |    |      | Phoenix Technical              | 22  | 74  | 30%  |
| 9  | 17 | 53%  | South Mountain High            | 23  | 26  | 89%  |
| 4  | 13 | 31%  | West Phoenix High              | 107 | 107 | 100% |
| 3  | 3  | 100% | Phoenix College                | 51  | 62  | 82%  |
|    |    |      | Queen Creek Elementary         | 11  | 11  | 100% |
|    |    |      | Roosevelt Elementary District  |     |     |      |
| 66 | 66 | 100% | Roosevelt                      | 42  | 48  | 88%  |
| 43 | 43 | 100% | Percy Julian (4)               | 15  | 15  | 100% |
| 44 | 44 | 100% | 40th Street (3)                | 10  | 10  | 100% |
|    |    |      | Rio Vista                      | 16  | 29  | 55%  |
| 22 | 22 | 100% | Sunland                        | 24  | 29  | 83%  |
| 26 | 26 | 100% | Rural Elementary District      |     |     |      |
| 21 | 22 | 95%  | Rural (3)                      | 4   | 4   | 100% |
| 15 | 15 | 100% | Guadalupe (4)                  | 8   | 8   | 100% |

|                                |    |    |      |
|--------------------------------|----|----|------|
| Scottsdale Public Schools      |    |    |      |
| Scottsdale Elementary          | 26 | 32 | 81%  |
| Winfield Scott                 | 14 | 23 | 61%  |
| Scottsdale High                | 6  | 21 | 29%  |
| Sunnyside Elementary           | 1  | 4  | 25%  |
| Tempe Public Schools           |    |    |      |
| 10th Street                    | 25 | 31 | 81%  |
| Mitchell (2)                   | 13 | 13 | 100% |
| Wayne Ritter (3)               | 24 | 24 | 100% |
| Payne Training                 | 7  | 14 | 50%  |
| Tempe Union High               | 18 | 34 | 53%  |
| Theba Elementary               | 2  | 2  | 100% |
| Tolleson Public Schools        |    |    |      |
| Tolleson Unit 1                | 2  | 16 | 13%  |
| Tolleson Union High            | 18 | 25 | 72%  |
| Union Elementary               | 1  | 3  | 33%  |
| Washington Elementary District |    |    |      |
| Washington                     | 39 | 48 | 81%  |
| Maryland Avenue                | 16 | 18 | 87%  |
| Mountain View                  | 2  | 14 | 14%  |
| Sunnyslope                     | 26 | 26 | 100% |
| Wickenburg Public Schools      |    |    |      |
| Wickenburg Elementary          | 13 | 13 | 100% |
| Wickenburg High                | 11 | 12 | 92%  |
| Wilson Elementary District     |    |    |      |
| Wilson Elementary (5)          | 55 | 55 | 100% |
| G. S. Skiff (6)                | 21 | 21 | 100% |
| Wilson Ward (2)                | 3  | 3  | 100% |

## MOHAVE COUNTY

|                          |    |    |      |
|--------------------------|----|----|------|
| Chloride Elementary      | 2  | 2  | 100% |
| Kingman Public Schools   |    |    |      |
| Kingman Elementary       | 11 | 18 | 61%  |
| Kingman Junior High      | 3  | 12 | 25%  |
| Mohave County Union High | 6  | 18 | 33%  |
| Peach Springs Elementary | 1  | 1  | 100% |

## NAVAJO COUNTY

|                            |    |    |      |
|----------------------------|----|----|------|
| Holbrook Public Schools    |    |    |      |
| Holbrook Elementary        | 11 | 11 | 100% |
| Sheldon                    | 4  | 7  | 57%  |
| Holbrook High              | 13 | 16 | 81%  |
| Joseph City Elementary (8) | 6  | 6  | 100% |
| Lakeside Elementary        | 1  | 7  | 14%  |
| Manila Elementary          | 1  | 1  | 100% |
| Pinetop Elementary (10)    | 2  | 2  | 100% |
| Show Low Elementary        | 7  | 9  | 78%  |
| Snowflake Public Schools   |    |    |      |
| Snowflake Elementary       | 7  | 9  | 78%  |
| Snowflake High             | 9  | 13 | 69%  |
| Winslow Public Schools     |    |    |      |
| Jefferson (6)              | 8  | 8  | 100% |
| Lincoln (10)               | 8  | 8  | 100% |
| Roosevelt (5)              | 7  | 7  | 100% |
| Washington (6)             | 13 | 13 | 100% |
| Wilson (7)                 | 4  | 4  | 100% |
| Winslow Jr.-Sr. High (5)   | 27 | 27 | 100% |
| Whiteriver Elementary      | 3  | 3  | 100% |
| Woodruff Elementary        | 1  | 2  | 50%  |

## PIMA COUNTY

|                             |    |    |      |
|-----------------------------|----|----|------|
| Mt. Lemon Accommodation     | 1  | 1  | 100% |
| Ajo Public Schools          |    |    |      |
| Ajo Elementary              | 41 | 41 | 100% |
| Ajo High                    | 11 | 22 | 50%  |
| Amphitheater Public Schools |    |    |      |
| Amphitheater Elementary (5) | 42 | 42 | 100% |
| Helen B. Keeling (6)        | 19 | 19 | 100% |
| Wetmore (5)                 | 8  | 8  | 100% |
| Amphitheater Jr. High (2)   | 22 | 22 | 100% |
| Amphitheater High           | 47 | 49 | 96%  |

Page 18 →



|                                   | NEA-AEA<br>Members | Teachers | Percentage of<br>Membership |
|-----------------------------------|--------------------|----------|-----------------------------|
| Catalina Foothills (3)            | 2                  | 2        | 100%                        |
| Continental Elementary            | 1                  | 3        | 33%                         |
| Empire Elementary (4)             | 1                  | 1        | 100%                        |
| Flowing Wells Elementary          | 24                 | 24       | 100%                        |
| Indian Oasis Elementary           | 1                  | 2        | 50%                         |
| Laguna Elementary (10)            | 4                  | 4        | 100%                        |
| Lukeville Elementary              | 1                  | 1        | 100%                        |
| Marana Public Schools             |                    |          |                             |
| Marana Primary                    | 8                  | 8        | 100%                        |
| Marana Elementary                 | 12                 | 12       | 100%                        |
| Marana High                       | 11                 | 17       | 65%                         |
| Pantano Elementary (4)            | 1                  | 1        | 100%                        |
| Redington Elementary (4)          | 1                  | 1        | 100%                        |
| Sahuarita Elementary (7)          | 9                  | 9        | 100%                        |
| San Fernando Elementary           |                    |          |                             |
| (5)                               | 2                  | 2        | 100%                        |
| Sopori Elementary                 | 2                  | 2        | 100%                        |
| Sunnyside Schools                 |                    |          |                             |
| Sunnyside Elementary              | 38                 | 41       | 95%                         |
| Sunnyside Junior High (2)         | 16                 | 16       | 100%                        |
| Tanque Verde Elementary           | 4                  | 4        | 100%                        |
| Three Points Elementary           |                    |          |                             |
| (10)                              | 1                  | 1        | 100%                        |
| Tucson Elementary District & High |                    |          |                             |
| Tucson Administration             | 17                 | 17       | 100%                        |
| Tucson Special Education          | 8                  | 8        | 100%                        |
| Blenman (7)                       | 25                 | 25       | 100%                        |
| Elizabeth Borton (2)              | 15                 | 15       | 100%                        |
| Carrillo (10)                     | 18                 | 18       | 100%                        |
| Cragin (3)                        | 18                 | 18       | 100%                        |
| Davidson                          | 14                 | 17       | 82%                         |
| Davis (2)                         | 16                 | 16       | 100%                        |
| Drachman (4)                      | 16                 | 16       | 100%                        |
| El Rio                            | 18                 | 21       | 86%                         |
| Ft. Lowell (10)                   | 31                 | 31       | 100%                        |
| Government Heights                | 18                 | 22       | 82%                         |
| Holladay (3)                      | 5                  | 5        | 100%                        |
| Howell (4)                        | 48                 | 48       | 100%                        |
| Jefferson Park                    | 13                 | 14       | 93%                         |
| Mary Lynn (4)                     | 12                 | 12       | 100%                        |
| Menlo Park (10)                   | 12                 | 12       | 100%                        |
| Miles (5)                         | 20                 | 20       | 100%                        |
| Mission View (10)                 | 22                 | 22       | 100%                        |
| Ochoa                             | 16                 | 17       | 94%                         |
| Pueblo Gardens                    | 21                 | 21       | 100%                        |
| Richey (6)                        | 8                  | 8        | 100%                        |
| Robison                           | 22                 | 22       | 100%                        |
| Roosevelt                         | 9                  | 10       | 90%                         |
| Rose                              | 22                 | 22       | 100%                        |
| Roskrige Elementary (10)          | 8                  | 8        | 100%                        |
| Roskrige Junior High              | 41                 | 42       | 98%                         |
| Safford Elementary (10)           | 9                  | 9        | 100%                        |
| Safford Junior High               | 34                 | 37       | 92%                         |
| Sam Hughes (10)                   | 24                 | 24       | 100%                        |
| Lowell Smith                      | 16                 | 16       | 100%                        |
| Spring Elementary (3)             | 6                  | 6        | 100%                        |
| Spring Junior High (3)            | 23                 | 23       | 100%                        |
| University Heights (10)           | 14                 | 14       | 100%                        |
| Catalina Junior High              | 48                 | 48       | 100%                        |
| Mansfield Junior High             | 38                 | 41       | 93%                         |
| Wakefield Junior High             | 41                 | 42       | 98%                         |
| Tucson Senior High                | 146                | 153      | 95%                         |
| Wrightstown Elementary            | 5                  | 5        | 100%                        |
| <b>PINAL COUNTY</b>               |                    |          |                             |
| Eleven Mile Corner                |                    |          |                             |
| Elementary                        | 3                  | 6        | 50%                         |
| Apache Junction Queen             |                    |          |                             |
| Creek                             | 2                  | 6        | 33%                         |

|                                   |    |    |      |
|-----------------------------------|----|----|------|
| <b>Casa Grande Public Schools</b> |    |    |      |
| Central                           | 22 | 24 | 92%  |
| East                              | 4  | 5  | 80%  |
| North                             | 17 | 21 | 81%  |
| South                             | 11 | 16 | 69%  |
| Casa Grande Union High            | 24 | 26 | 92%  |
| <b>Coolidge Public Schools</b>    |    |    |      |
| Borree Corner                     | 4  | 4  | 100% |
| North                             | 13 | 16 | 81%  |
| South                             | 21 | 27 | 79%  |
| West                              | 6  | 10 | 60%  |
| Coolidge Junior High              | 15 | 16 | 94%  |
| Coolidge High                     | 9  | 22 | 41%  |
| <b>Eloy Public Schools</b>        |    |    |      |
| Eloy Unit I                       | 7  | 22 | 32%  |
| Eloy Unit II                      | 4  | 5  | 80%  |
| Eloy Unit III                     | 7  | 16 | 44%  |
| <b>Florence Public Schools</b>    |    |    |      |
| Florence Elementary               | 2  | 27 | 8%   |
| Florence Union High               | 7  | 15 | 47%  |
| Kenilworth Elementary             | 8  | 9  | 88%  |
| Mammoth Elementary                | 3  | 12 | 25%  |
| Oracle Elementary                 | 1  | 3  | 33%  |
| Picacho Elementary                | 1  | 12 | 8%   |
| <b>Ray Public Schools</b>         |    |    |      |
| Lincoln                           | 2  | 12 | 17%  |
| Washington                        | 13 | 16 | 81%  |
| Ray High                          | 7  | 10 | 70%  |
| Stanfield Elementary              | 11 | 21 | 53%  |
| William Huey                      | 2  | 3  | 66%  |
| <b>Superior Public Schools</b>    |    |    |      |
| Harding                           | 2  | 10 | 20%  |
| Roosevelt                         | 10 | 18 | 55%  |
| Superior High                     | 1  | 12 | 8%   |
| Toltec Elementary                 | 3  | 4  | 75%  |
| <b>Santa Cruz Valley</b>          |    |    |      |
| Union High                        | 11 | 16 | 69%  |
| <b>SANTA CRUZ COUNTY</b>          |    |    |      |
| Amado Elementary                  | 1  | 2  | 50%  |
| Calabasas Elementary              | 1  | 3  | 33%  |
| Harshaw Elementary                | 1  | 3  | 33%  |
| <b>Nogales Public Schools</b>     |    |    |      |
| Elm Street                        | 9  | 10 | 90%  |
| Lincoln (4)                       | 10 | 10 | 100% |
| Roosevelt                         | 11 | 11 | 100% |
| Nogales Jr.-Sr. High              | 18 | 27 | 66%  |
| <b>Patagonia Public Schools</b>   |    |    |      |
| Patagonia Elementary              | 4  | 6  | 66%  |
| Patagonia Union High              | 6  | 10 | 60%  |
| Sonoita Elementary                | 1  | 2  | 50%  |
| Tubac Elementary                  | 2  | 3  | 66%  |
| Ash Fork Elementary               | 2  | 7  | 29%  |
| <b>Bagdad Public Schools</b>      |    |    |      |
| Bagdad Elementary                 | 5  | 13 | 38%  |
| Bagdad High                       | 1  | 8  | 13%  |
| Beaver Creek Elementary           | 2  | 2  | 100% |
| <b>Camp Verde Public Schools</b>  |    |    |      |
| Camp Verde Elementary             | 3  | 6  | 50%  |
| Camp Verde High                   | 1  | 5  | 20%  |
| Canon Elementary                  | 1  | 1  | 100% |
| Chino Valley Elementary           | 1  | 4  | 25%  |
| <b>Cottonwood Public Schools</b>  |    |    |      |
| Cottonwood Elementary             | 5  | 6  | 83%  |
| Cottonwood Jr.-Sr. High           | 7  | 11 | 64%  |
| Humboldt Elementary               | 3  | 3  | 100% |
| Mayer Elementary (2)              | 5  | 5  | 100% |
| Oak Creek Elementary              | 2  | 2  | 100% |

NEA

AEA

M

E

M

B

E

R

S

H

I

P

**S**uperior new books  
in  
Spanish and science  
for  
secondary schools

## FIRST-YEAR SPANISH

*Staubach-Walsh*

This brand-new Spanish grammar integrates understanding, speaking, reading and writing for a first-year course. The student learns to use a simple, serviceable vocabulary and to understand a little of the wisdom, gaiety, and culture of the Spanish-speaking peoples.

Teaching and learning are carried on, as much as they can be, by the oral-aural method with a variety and naturalness of presentation that holds student interest at a high level. Many handsome illustrations.

## SCIENCE IN DAILY LIFE

*Curtis-Mallinson*

New and noteworthy, this general-science text has been profitably based on wide research to determine subject matter that is most worth while, learnable, and well balanced between the physical and biological sciences.

SCIENCE IN DAILY LIFE covers the most important principles of physics, chemistry, geology, meteorology, astronomy, and biology, as well as sanitation, and transportation.

Attractive visual aids that TEACH add to the effectiveness of this text. Just published—Teachers' Manual and Key. Workbook with tests—to follow.

*For further information, please write to*

***Ginn and Company***

*260 Fifth St., San Francisco 3, Calif.*

| NEA-AEA                   |          |    | Percentage of |  |  | Yuma Public Schools         |    |    | NEA-AEA |  |
|---------------------------|----------|----|---------------|--|--|-----------------------------|----|----|---------|--|
| Members                   | Teachers |    | Membership    |  |  |                             |    |    |         |  |
| Peebles Valley Elementary | 1        | 1  | 100%          |  |  | 4th Avenue                  | 13 | 28 | 46%     | M<br>E<br>M<br>B<br>E<br>R<br>S<br>H<br>I<br>P |
| Prescott Public Schools   |          |    |               |  |  | George Washington           |    |    |         |  |
| Lincoln (3)               | 13       | 13 | 100%          |  |  | Carver                      | 3  | 15 | 20%     |  |
| Mata E. Dexter (2)        | 8        | 8  | 100%          |  |  | Gila Vista                  | 15 | 15 | 100%    |  |
| Miller Valley             | 10       | 11 | 91%           |  |  | Mesa (5)                    | 12 | 12 | 100%    |  |
| Washington (2)            | 18       | 18 | 100%          |  |  | Pecan Grove                 | 18 | 21 | 86%     |  |
| Prescott Junior High (3)  | 32       | 32 | 100%          |  |  | Mary Elizabeth Post         | 21 | 26 | 81%     |  |
| Prescott Senior High      | 29       | 30 | 97%           |  |  | Roosevelt (3)               | 15 | 15 | 100%    |  |
| Pincon Elementary         | 1        | 1  | 100%          |  |  | Yuma Union High             | 25 | 59 | 43%     |  |
| Seligman Public Schools   |          |    |               |  |  | STATE INSTITUTIONS          |    |    |         |  |
| Seligman Elementary       | 2        | 8  | 25%           |  |  | State Department of         |    |    |         |  |
| Seligman High             | 3        | 7  | 43%           |  |  | Public Instruction          | 4  |    |         |  |
| Verde Public Schools      |          |    |               |  |  | Department of Vocational    |    |    |         |  |
| Verde Elementary (2)      | 7        | 7  | 100%          |  |  | Education                   | 3  | 8  | 27%     |  |
| Mingus Jr.-Sr. High       | 9        | 10 | 90%           |  |  | Eastern Arizona Junior      |    |    |         |  |
| Yarnell Elementary        | 1        | 1  | 100%          |  |  | College                     | 18 | 19 | 95%     |  |
| YUMA COUNTY               |          |    |               |  |  | Arizona State College       |    |    |         |  |
| Crane Elementary (5)      | 28       | 28 | 100%          |  |  | at Flagstaff                | 17 |    |         |  |
| Gadsden Elementary        | 1        | 4  | 25%           |  |  | ASC Department of           |    |    |         |  |
| Parker Elementary Schools |          |    |               |  |  | Education — Tempe           | 17 | 36 | 47%     |  |
| Poston                    | 1        | 11 | 9%            |  |  | U of A College of Education | 12 | 12 | 100%    |  |
| Northern Yuma Union High  | 9        | 14 | 64%           |  |  | Arizona's Children's Colony | 5  |    |         |  |
| Salome Elementary         | 2        | 3  | 66%           |  |  | Arizona School for          |    |    |         |  |
| Somerton Elementary       | 15       | 20 | 75%           |  |  | Deaf & Blind                | 15 | 15 | 100%    |  |
| Wenden Elementary         | 1        | 2  | 50%           |  |  |                             |    |    |         |  |

**I**N THE SPRING of 1953, Madison School District was one of 22 school systems in the country that asked its teachers and other certificated personnel to help identify and suggest solutions to school problems. Using the "Educators Opinion Inventory", a survey questionnaire for getting teachers' views on problems effecting the schools, Madison surveyed its teachers' opinions on 19 aspects of their jobs.

An examination of the survey report reveals both strengths and weaknesses in our organization. Our greatest strength was in the morale of our employees. They felt that their relations with their immediate superior were good. The friendliness and cooperation among fellow employees was excellent. They had almost complete confidence in the School Board and administration. Communication between groups was adequate. Professional satisfaction was given a strong "yes" vote. However, we were severely criticized for issuing too many administrative bulletins and permitting too many classroom

## A SCHOOL TAKES INVENTORY

By C. L. Harkins

interruptions. We have a need for more effective curriculum materials. Our lounge and rest room facilities for teachers are inadequate. We do not make adequate provision for individual pupil differences. Our guidance and personnel services are weak. We do not allow

Copies of the Opinion Inventory have been placed in each of the three school libraries for our teachers to study. Our School Board read the reports with a great deal of interest.

We have already embarked on a program to correct some of the de-

EDUCATORS OPINION INVENTORY, published by Science Research Associates, is based on principles developed and used in employee morale studies conducted in some 850 business and industrial firms during the past few years. The Inventory is a scientifically designed instrument for evaluating staff attitudes and opinions and combines opinion polling techniques with psychometric attitude measurement. Containing some 150 questions about all aspects of the teacher's job and the school system, the Inventory is designed to get at the objective opinions of all certificated school personnel about their jobs, their school system, and the people with whom they work.

Science Research Associates checked, rated, and analyzed the answers to the 48 questions on the inventory and provided the school district with three copies of the analysis.

teachers enough free time to do needed remedial work for some students. deficiencies revealed by the survey. We will move more slowly as some

Page 32

# Meet the man behind the wheel...

## TEACHING HELPS...

Entertaining, instructive, non-commercial, the General Petroleum Film Library covers a wide range of subject matter... is ideal for use in the classroom. For a descriptive catalog of titles, write to the General Petroleum office listed on coupon.

Acclaimed by educators and law enforcement authorities for their value as driver education tools, the General Petroleum Psycho-Physical Testing Devices have found widespread use in high schools throughout the West. For information on how you can use them in your established Driver Education courses, write to the General Petroleum office shown on coupon.

## GENERAL PETROLEUM CORPORATION

(A Flying Red Horse Company)



This is Ralph De Palma, holder of more automobile racing titles than any driver in the history of the sport. For more than 50 years his name has been legend to followers of the speed game from Indianapolis to Santa Monica... from Daytona Beach to Pikes Peak.

His experiences on the nation's fastest tracks have taught him the value of sound judgment over "take a chance" driving. That he is still alive to recount his tales as a "Knight of the Roaring Road," proves that he learned his lesson well.

General Petroleum feels proud to have acquired the services of Ralph De Palma to represent them before high school safety assemblies. His infectious humor and sincere, refreshing manner have made him a student favorite wherever he has appeared.

If you're looking for a speaker with an inspiring, non-commercial message for your high school assemblies, Ralph De Palma is your man. For information on Mr. De Palma's speaking itinerary, just clip and mail the coupon shown on this page.

District Manager  
General Petroleum Corporation  
P. O. Box 2550  
Phoenix, Arizona

I would like to have Ralph De Palma speak before our high school assembly. Please let me know when he'll be available in my area. We expect \_\_\_\_\_ students to attend.

(NAME AND POSITION)

(SCHOOL)

(ADDRESS)

(CITY & STATE)

2-502





# "I Pledge Allegiance"

By Lillian Larson

Journalism Teacher, Grand Junction, Colorado

**I** PLEDGE ALLEGIANCE..." With glowing eyes lifted to the red, white, and blue Old Glory and right hands over hearts Susan, Joe, Ingrid, Nikki, and the more than thirty other boys and girls in the class voiced in unison the cherished words symbolizing their loyalty to America. Another school day had begun.

"I pledge allegiance..." For child and teenager, I thought, the ultimate meaning behind those words would depend, to a startling degree, upon the significance of what happens from now on in busy classrooms clear across America.

"I pledge allegiance..." Suddenly I realized that if I, the teacher, were truly to "pledge allegiance to the flag of the United States of America and to the Republic for which it stands," I must pledge myself anew to fulfill my indispensable role in educating for citizenship the boys and girls who are the hope of that Republic. For upon them, in very truth, may rest the future of the entire free world.

Why this sudden awareness? Much of it I could attribute to my service on the Commission which prepared **Education for American Citizenship**, the 1954 Yearbook of the American Association of School Administrators.

For empire-hungry Communism is on the march against the free world. Today and tomorrow and for stretching cycles of tomorrows, perhaps, the threat to our Republic is total — geographic, political, eco-

nomie, anti-religious. From the mouths of the Red dictators themselves the Yearbook documents their revolting ideology and their treacherous strategy. To face this threat we must be strong at home, strong as a great-hearted people, strong in the faith that public office is a public trust, that there is not only a privilege but a duty to vote and vote wisely — to be alert, active, clearheaded citizens. The American citizen's job of decision-making today and tomorrow is as complicated as it is crucial. So we need to look again at our program of citizenship education.

The American citizen of this generation and the next has not just one citizenship role to play. He has seven. The Yearbook calls them the seven concentric circles of American citizenship because geographically they really are concentric. Americans, young and old, have citizenship roles in circle 1, the family circle. They also function as American citizens in circle 7, the world arena. In the world circle, decisions involving our very survival remain to be made. Lying within the world circle and outside of the family circle are other important circles where American citizens have important roles to play. They are the school, the neighborhood, the local community, the state, and the Nation. The Yearbook uses examples of practice in the home, the school, the neighborhood, and the local community to show how preparation for active American citizenship in the wider

arenas may be strengthened and made more dynamic.

The classroom teacher's part is indispensable, the Yearbook says, for in American classrooms the history of America is being written — that the dreams of Washington, Jefferson, and the other Founding Fathers for an educated citizenry will come true. The Yearbook has advice for teachers, too, and many examples of good teaching practice gleaned from all parts of the country. These will be of interest to principals and superintendents and board members and lay citizens generally.

Thorough teaching of history, geography, and the social studies is essential. Every subject field adds its strength to civic education. But important as thorough subject teaching is, it is not enough to do the citizenship-building job called for in today's world. It's like trying to carve the Lord's Prayer on the head of a pin to attempt to outline here the Yearbook's four-way approach.

As a teacher I gain from **Educating for American Citizenship** many ideas found effective in other school systems and I benefit from the findings of research. Knowing the great issues at stake, how can I but pledge myself to rise to the supreme challenge of improving citizenship education for the Susans, Joes, Ingrids, and Nikkis who look to me and to teachers everywhere to give meaning to the oft repeated words, "I pledge allegiance..."



## AEA Defense Commission

(From Page 11)

busy teachers and administrators. It is expensive in time and money to hold meetings in this large state. If an investigation is undertaken, a series of legal time limits must be met. For example, within fifteen days of the receipt of a dismissal notice a hearing, if desired, must be requested; if the appeal to the Commission is delayed, that period is cut down accordingly. Then come in succession, each with its time limit on the legal calendar set by the law, —the hearing, the decision of the board, appeal to the court, and the trial. Furthermore, the Commission has no unlimited funds. To take a case through the Superior Court costs about \$600, and an appeal to the Supreme Court about \$1000.

It is very important that problems and complaints be brought to the AEA office at the earliest moment, before other steps have been taken, before publicity has complicated their consideration, and before time limitations become a handicap.

There are also other questions, such as *can* the petitioner be defended, even if he *should* be; and what are the implications for the AEA as a whole, particularly the implications the case may have for strengthening or weakening the fair dismissal law, which it took years to get, and the precise meaning of which is established by the

courts. We must have a realistic attitude toward the legal problems of the profession; measure our resources, our limitations, and the stake of the entire profession; and take to court only those cases that are worthy, involve the entire profession, and have at least a fair chance of being won, because it is important to establish good, not bad precedents.—But the selection of cases for action is up to the Commission, which takes a case to court when there is no other recourse, and when an important interpretation of law is involved.—The surest way to undermine the fair dismissal principle is to try to stretch it to cover cases of doubtful merit.

Your Defense Commission does not automatically defend a teacher or administrator whose contract is not renewed. It is as important to the teaching profession to support a fair dismissal as it is to condemn an unjust one. The Commission has vigorously defended those who have been dismissed without sound and just cause—for reasons that would not bear public scrutiny, and it will continue to do so. But natural, personal sympathy for anyone faced with the loss of a job must yield at times to larger considerations of the welfare of all, to implications for the future, to fostering of the understanding and good will of the public, and to the strengthening of the fair dismissal principle and law.

What kind of law have we?

## Why Be Self-Conscious?

(From Page 9)

right to hold their state association in high esteem. The AEA is becoming an organization of maturity and stature. Its days of self-consciousness should be past.

No one will deny that times of trouble lie ahead for the public schools of this country. The hue and cry of tax-fighter groups in state after state is to cut school costs at any price. To serve the ends of such groups there are professional fault finders; and find fault they will, for they are paid to do it.

I feel that times may come when we shall count it a victory just to "hold the line" against those attacking the schools. If we are then discouraged, we can remind ourselves of what our lot would be if our professional associations were not fighting to stem the attacks.

Much more certainly I feel that we shall also have golden opportunities to strike out boldly for improvements in the status of teachers; for more adequate schools; for better and better opportunities for the children of America.

And this I know: The AEA will  
(Continued on Page 31)



## To help your students understand

Perhaps your students have asked you questions about menstruation . . . or they may be too shy to ask for information.

Many teachers have found three Modess booklets a very good approach to this delicate subject.

**"Sally and Mary and Kate Wondered"** gives pre-teen girls a clear, simple introduction to the subject of menstruation.

**"Growing Up and Liking It"** explains menstruation in a teenage girl's language. Offers tips on health, beauty and poise.

**"It's So Much Easier When You Know"** answers many questions about menstrual physiology and the use of tampons.

For your *free* copies, write: Anne Shelby, Personal Products Corp., Box 5466-3, Milltown, N. J. Or mail coupon.

Anne Shelby, Personal Products Corp.  
Box 5466-3, Milltown, N. J.  
Please send free  
... booklets "Sally and Mary and Kate Wondered"  
... booklets "Growing Up and Liking It"  
... booklets "It's So Much Easier When You Know"  
Name \_\_\_\_\_  
(PLEASE PRINT)  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
(OFFER GOOD ONLY IN U.S.A.)

# SECURE your FUTURE WITH



**SAVINGS**

Keep a part of today's earnings for tomorrow's opportunities. First Federal is an ideal place for your savings account because your money is insured and earns 3%. Secure your future with INSURED savings. Open your account soon.

**SAVE-BY-MAIL WITH POSTAGE-FREE ENVELOPES**



IN PHOENIX: 30 WEST ADAMS  
2933 NORTH CENTRAL • 4201 SOUTH CENTRAL  
IN YUMA: ORANGE AT 4TH AVENUE  
FREE PARKING AT ALL OFFICES

EARNINGS  
**3%**  
per annum

*Designed to Accompany*

*Your State Adopted Arizona Civics*

## EXERCISE BOOK for FUNDAMENTALS OF CITIZENSHIP-ARIZONA CIVICS

*Provides:*

- Space for writing the Test and Study
- Exercises contained in the basic text.
- Tests covering each section of FUNDAMENTALS OF CITIZENSHIP-ARIZONA CIVICS.
- Enrichment material on the various phases of civics.

*Order the*

**EXERCISE BOOK for FUNDAMENTALS OF CITIZENSHIP**

*for your classroom*

## LIDLAW BROTHERS

2121 Staunton Court  
Palo Alto, California

## JUST LOOK!

DOROTHEA PELLETT

*Audio Visual Director  
Topeka, Kansas*

(Films are 16 mm sound, black-and-white, "Classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

**Mother Hen's Family** (11 min. color also, Coronet Films) Jerry's hen, Whitey, lays nine eggs and then sets. By camera we watch inside the egg as the embryo develops and Jerry counts 21 days on the calendar. Older elementary children as well as the youngest at school eagerly anticipate the dramatic moment when the shell cracks and out tumbles the first chick! Gives language arts motivation as well as science learning.

**Garden Plants and How They Grow** (11 min. color also, Coronet Films) You discover a tiny plant inside a seed. Cover a seed with good soil, give water and sunlight, and up comes the plant, first using the seed's stored food, then making its own by photosynthesis. Plant examples show where food is stored, in seed, root, leaf, or stem. You see the influence of helpful and harmful animals and insects, and of amount of sun and kind of soil. Junior high and upper elementary gardeners will want to get busy!

**Microscopic Wonders in Water** (10 min. color, Dowling Co.) A drop of water is one of nature's wonders when a boy gets a drop of pond water under a microscope and sees it 300 times larger. Amoeba, vorticella, stentor, urocentrum, rotifers and hydras live and move under your eye. You see reproduction by fission, and snail eggs as they develop. You learn to prepare a water culture yourself. Motivates use of microscope and more science study, upper elementary thru high schools.

**Secrets of the Pond** (10 min. AI-

manac Films) You discover plants and animals around a country pond, flowers and algae on the water, protozoa, tadpoles and frogs in it, and insects and birds nearby. Points out similarity of simple plant and animal life. Sharpens eyes and interests for first-hand study on field trips.

**Summer Meadows** (10 min. Almanac Films) Shows anybody's meadow brimming with such as bees, butterflies, snails, worms, and caterpillars, whose home is among the grasses and flowering plants. Another motivation for observant eyes as you wander among nature's wonders often not seen for want of learned looking.

**The Living City** (24 min. Encyclopaedia Britannica Films) Sensitive picks out problems caused by the growth cycle of a city, and the impact upon people and their basic needs. For high school and adult groups the film suggests ways to find solutions, rather than indicating solutions, and introduces study of civic planning and redevelopment so pertinent to present times. Produced in cooperation with the Twentieth Century Fund, it extends the content of the film dealing with Baltimore's redevelopment plan.

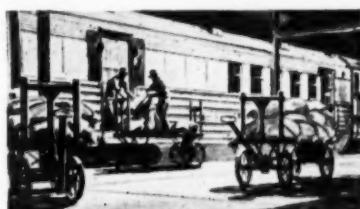
**A Citizen Makes a Decision** (25 min. Young America Films) Newly released companion to the well-received "Citizen Participates," this gives another dimension to good citizenship in a democracy, for high school and adult consideration. As he reads the paper Homer Keith reflects on community problems he and others must solve, then focuses on his own—flood control. What is he for, and why? The story cuts back to show the roaring destruction the night the men in his town couldn't stop the river with sandbags. Afterward, hearing the talk at meetings and on street corners, we see how emotions and personal experiences influence ideas as each person seeks the best solution to control floods.

MARCH, 1954

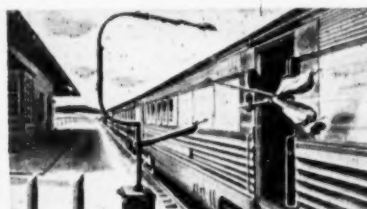
# RAILROAD MEN ARE MAILMEN, TOO



**Most of us** take the mailing of a letter pretty much for granted. But the whole story of getting your letter to its destination only begins when the mailbox lid clangs shut. That's just the signal to Uncle Sam's Postal Service and the American Railroads to start work!



**Your letter goes** through a whole series of sorting steps—first at the Post Office and then, maybe, at a Railway Mail Terminal. There, railroad men load it into a mail car—perhaps a Railway Post Office car where, as the train speeds along, postal clerks give thousands of letters their final sorting before delivery to the proper destination.



**At stations** where the train doesn't stop, mail is picked up "on the run." A metal arm swings out from the door of the mail car and snatches the mailbag from the crane on which it has been hung beside the track. Inside the Railway Post Office the letters are sorted for delivery to terminals or stations along the line. Not a single moment is lost in speeding your mail on its way.



**Railroads carry** an average of more than 100 million pieces of mail a day. In doing this big job, they use roadway and equipment which they provide at their own expense, without subsidy from the taxpayers. For transporting first-class mail, railroads are paid an average of less than 1/10th of one cent per letter—making first-class mail by rail a profitable operation for the Post Office Department.



**No matter when or where** your letter is going—to any one of more than 40,000 destinations, or in any season of the year—the chances are nearly nine out of ten that it will ride a train. For the trains serve the whole country—and provide the capacity it takes to carry peak loads—and so, in a very real way, railroad men are mailmen, too!

## ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 11.

# STANFORD—THE STANDARD IN ACHIEVEMENT TESTING FOR MORE THAN 30 YEARS

## STANFORD ACHIEVEMENT TEST,

soon to test a third generation, is available now in 4 new batteries:

### PRIMARY BATTERY

—for grades 1.9 to 3.5

### ELEMENTARY BATTERY

—for grades 3.0 to 4.9

### INTERMEDIATE BATTERY

—for grades 5 and 6

### ADVANCED BATTERY

—for grades 7, 8 and 9

Scoring is quick, simple, completely objective...



## STANFORD ACHIEVEMENT TEST

offers continuous and comprehensive measurement of these basic subjects:

READING LANGUAGE  
SPELLING ARITHMETIC  
SOCIAL STUDIES (GRADES 5-9)  
SCIENCE (GRADES 5-9)  
STUDY SKILLS (GRADES 5-9)

... norms are current, accurate, dependable.

All World Book Company tests and answer sheets are now sold in units of 35 copies.

## WORLD BOOK COMPANY

Information material and specimen sets are available to qualified educators. Write for yours.

121 Second Street, San Francisco 5



Laurence T. Rouse, Arizona Representative  
Donald B. Jones, Pacific Manager



*For shopping, shows,  
weekend trips to the big city—*

Spend an exciting weekend in a great city—on a Greyhound Expense-Paid Tour... with hotels, sightseeing, transportation all included at one low price. These tours are not "conducted"... you can travel alone, in a twosome, or with a group of friends.



*For visits back home,  
vacations anywhere in America—*

Enjoy a relaxed, scenic trip on your next visit back home. On vacation, choose a Greyhound Expense-Paid Tour to glamorous cities, National Parks, sunny resorts... with everything planned and paid-for in advance! Mail coupon below for details.



*For group trips (with your  
entire class) by Chartered bus—*

Take your entire class by Chartered Greyhound to visit historic places, great cities, museums. You'll have your own modern coach and driver; you'll go direct to your destination... at very low cost per person! Call or write for complete information.

## ...It's GREYHOUND!

When you choose Greyhound, you can sit back and relax behind one of the world's finest drivers, enjoy scenic routes, ride with pleasant companions. And best of all, you save money!

FREE! PLEASURE MAP OF AMERICA—WITH TOUR INFORMATION

Mail to Greyhound Information Center, 71 W. Lake St., Chicago 1, Ill., for full-color map and facts about more than 50 Expense-Paid Tours.

Name \_\_\_\_\_

Address \_\_\_\_\_

City & State \_\_\_\_\_

ST-3-54



## NEWS To Us!

*These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor.*

**TimeX and Controlled Reader** may be used from the first grade up to train each child in the most efficient habits of seeing and organizing thought content. TimeX is a controlled exposure device. The Controlled Reader provides a moving slot which exposes projected printed material in a continuous manner at variable speeds — 45 words per minute to 900 words per minute. (Educational Development Laboratories, 33 Sunset Lane, Levittown, N. Y.)

**Slide File Box** A new Kodaslide Ready-File will hold approximately 200 standard Kodachrome transparencies in Ready-Mounts or 100 Kodaslide Stereo Mounts. Styles in attractive nonshatterable polystyrene and designed to permit stacking. Will accept slides mounted in glass as well as those in Ready-Mounts. Available through all Kodak dealers, will list at \$1.95 each.

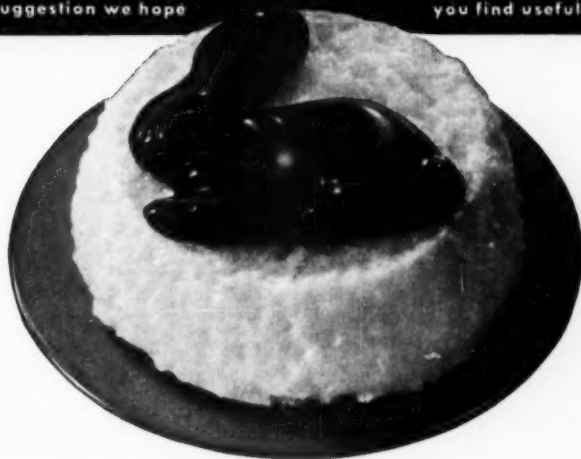
**See Thru Drawer Cabinet** has an overall size of 10 1/4" H x 12 1/2" W x 6" D. It is crystal clear lifetime guaranteed plastic in a steel cabinet. Price \$7.95. General Industrial Co., Chicago, Ill.

**Look-Out** a new interior car mirror that completely eliminates "Blind Spots" both right and left is a new idea in motoring safety. The unit consists of two hinged wing mirrors which are attached to the existing interior mirror by means of a turnbuckle and clamp. The hinged principle enables the motorist to get full, wide angle view with a full 180 degree adjustment on each wing. This conversion mirror sells for \$2.95 complete and is installed without tools in a few seconds without discarding or cov-

## A Delicious and Unusual Treat

A suggestion we hope

you find useful

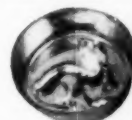


## Individual, Delicious Bunny Desserts

Something new and that delights everyone are these tasty, individual desserts. The rabbit is melted chocolate molded into tempting gelatin base. So easy—not even any cooking to do. And the cost, almost nothing.



If you are looking for something delicious, inexpensive and that is really novel for a dessert or refreshments, here may be just the thing. There is nothing different or new about the ingredients but the simple, new way of putting them together. Even the cute bunny molds cost little. Easy to get, too, because all you need do is to order them by mail.



For delicious recipe and 9-piece bunny-mold set including a bunny cookie cutter—50¢.



**Note:** With these handy bunny molds, by just using melted chocolate you can make tasty, little rabbits for candy, cake decorations and for gifts.

### IF INTERESTED IN MAKING THIS RABBIT DESSERT

FOR 9-PIECE Bunny Mold Set of extra heavy aluminum, coming complete with easy, tasty recipe; 8 individual molds 3 1/4" x 1 1/4" and bunny cookie cutter 4" x 3". Send your name, address and 50¢ to **MIRRO**, Manitowoc, Wis. Postage prepaid.



WHEN YOU'RE HOME after a busy day see how fast you feel a little lift by enjoying that lively flavor of delicious Wrigley's Spearmint Gum. And let the natural chewing help you relax. Try it today.



ering the existing interior mirror. For sale by accessory dealers, car dealers, garages and service stations. (Lifetime Auto Accessories Corp., 1816 Boston Road, New York 60, N. Y.)

**How to Make a Little Go a Long Way** will add fun and save dollars and cents on the next trip to New York City. In 64 pages it describes

over 175 attractions. There are descriptions of more than 60 absolutely free attractions, such as movies, plays, lectures, socials, forums and sports events, 40 similar inexpensive activities, 40 low cost restaurants and 20 no cover, no minimum charge night clubs. Cost \$1.00 Mail order only. Young's Research Service, P. O. Box 72, Gracie Station, New York 28, New York.

America's *Safest* way to go to school!



## ALLISON STEEL MANUFACTURING CO.

Arizona Distributor  
PHOENIX, ARIZONA

### HUFF TEACHERS AGENCY

Missoula, Mont.  
Member N.A.T.A.

30 YEARS' PLACEMENT SERVICE

ALASKA, HAWAII AND THE WEST  
Exceptional Opportunities coming in daily.  
Western Certification Booklet with  
Free Life Membership — Register Now!

## OFFICE SUPPLIES

Metal Office Furniture  
Fountain Pens and Pencils

HEINZE, BOWEN & HARRINGTON, Inc.

228 W. Washington, Phoenix

Phone ALpine 44179

## YOURS for the asking

Advertisers in *Arizona Teacher* offer you up-to-the minute material which we believe you will find useful for personal or professional use. To insure having it when you want it, order at once. Orders for items listed in previous years cannot be fulfilled.

**64b Rails Across America** A 16-page cartoon narrative tracing the growth and development of America and its railroads. (Association of American Railroads)

**65b Trailways Tour Folders** Includes two-foot pictorial map of U. S. in full color; folder of itineraries and rates for 11 different tours of U. S. and Mexico; and folder on "package" sight-seeing tours of famous localities in U. S., Havana, and Nassau. (National Trailways Bus System)

**69b A School Desk is Born.** Have you wondered what happens behind the scenes before new school equipment is put on the market? This compact little booklet gives the eight steps by which a completely new desk was created, produced and distributed. (American Seating Company)

**23b Wayside Wonders Along America's Highways** A wall mural 8 feet wide. In full color. Shows the most interesting spots along the highways. Includes a 9-page booklet "How to see America" which gives

### GUADALAJARA SUMMER SCHOOL . . .

The accredited bilingual summer school sponsored by the Universidad Autonoma de Guadalajara and members of the Stanford University faculty will be offered in Guadalajara, Mexico, June 27-August 7, 1954. Offerings include art, creative writing, folklore, geography, history, language and literature courses. \$225 covers six-weeks tuition, board and room.

WRITE PROF. JUAN B. RAEL,  
Box K, Stanford University, Calif.

the historical background of bus travel and how to take a bus trip. Both the novice and the seasoned traveler will like this. Booklet also includes one page of study outline on bus travel. (Greyhound Lines)

**36b Lippincott Books for Young People**, — gives full descriptions of all books for children and young people published by the J. B. Lippincott Company in 1953.

**3b New Aids to Help Teach Menstrual Hygiene** indicate quantity desired of each number (Personal Products Corporation)

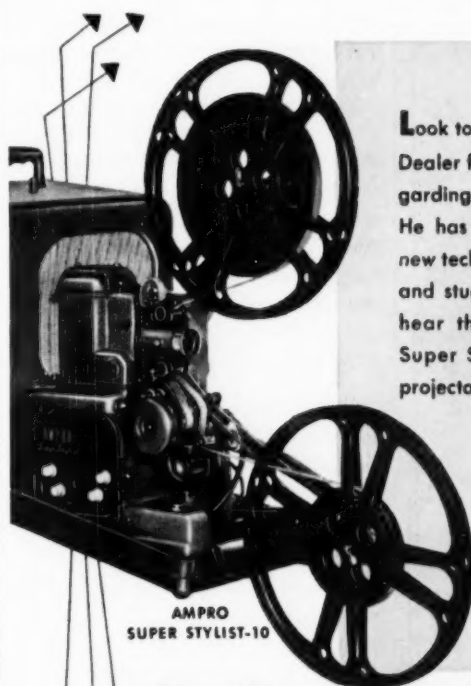
1. Growing up and Liking it. A booklet for teen-age girls.
2. Sally and Mary and Kate Wondered. A booklet for pre-adolescent girls.
3. It's So Much Easier When You Know. A booklet for fully matured girls.
4. Educational Portfolio on Menstrual Hygiene. A complete teaching kit.
5. How Shall I Tell My Daughter. A booklet for mothers.

**57b Vocations** A new 18 page booklet covering problems of self-appraisal, job analysis, training, and national trends in vocational opportunities. More than 200 job descriptions for men and women in professional, semi-professional, sales, clerical, service, and skilled worker groups are given in terms teenagers understand. A brand-new approach to vocational counseling. Will broaden the vision of high school boys and girls. (F. E. Compton & Company)

## MOVIE CENTER

119 W. McDowell St.

Phoenix, Arizona



AMPRO  
SUPER STYLIST-10

Look to your Ampro Audio Visual Dealer for professional counsel regarding your school's AV program. He has available new products, new techniques to aid both faculty and students. Be sure to see and hear the Super Stylist-10 and Super Stylist-12 motion picture projectors . . . and the great new

tape recorder models—  
Celebrity and Hi-Fi. Each of these products is at the head of its class!

**Ampro Corporation,**  
Chicago 18, Illinois

# Call your Ampro Audio Visual Dealer



*...at the head of his class!*

### USE THIS COUPON

STATE TEACHER MAGAZINES, INC.  
307 N. Michigan Ave.  
Chicago 7, Ill.

1953-54

Please send the items and quantities desired. I understand this coupon is for use only during the school year. 3c is enclosed for each item ordered.

64b. .... 65b. .... 69b. .... 23b. .... 36b. .... 3b. .... 57b.

Name .....

Subject ..... Grade .....

School Name .....

School Address .....

City ..... State .....

Enrolment: Boys ..... Girls .....

1324 N. Central  
Where Parking  
is a pleasure

*Penny Armstrong*  
To our Teachers!

We carry merchandise  
to fit your budget

Saturday we dedicate to you and urge  
you to come in and see for yourself

We have a delightful selection from  
size seven to forty-four

Clothes for You! Open Thurs. Evening



### Lighting the Creative Spark

Creativeness is innate. It needs only to be sparked. One way is through class discussion. When thought is stimulated, the student is aroused to express himself. The medium he selects must encourage, not retard.

#### ARTISTA Powder Paint

is easy to use, convenient, inexpensive. Colors are brilliant, tend to produce bold and original work.

SEND for free Artista Powder Paint folder to Dept. 573.

#### BINNEY & SMITH INC.

380 Madison Ave., New York 17, N. Y.  
Western Division Office:  
5036 East 61st St., Los Angeles 22, California  
Binney & Smith Co.  
Representative in Arizona is  
WILLIAM N. BECHER

A man wrapped up in himself  
makes a very small bundle.

*Ben Franklin*

### MEXICO TOUR

A tour of Mexico will be conducted by Prof. and Mrs. Juan B. Rael, 574 Lasuen St., Stanford University, Calif., Aug. 5-26. The tour, at \$300, includes Guadalajara, Patzcuaro, Morelia, San Jose de Purua, Cuernavaca, Taxco, Acapulco, Mexico City and other places.

Write for details.

## Higher Education

(From Page 15)

6. The higher degree — the doctor's — is increasingly emphasized as a pre-requisite to the top rank of professor; the degree held by the staff member is thus an indirect, rather than a direct, factor in the salary schedule.

7. Salary ranges vary considerably from one institution to another, but the instructor without experience may expect to start at about \$3000; at the upper limits there is even wider variation, with many professors with 10 or more years of experience in the area of \$7500 for the academic year.

8. In the 20 administrative posts included in the investigation the same pattern of wide variation was found. For example, college presidents' salaries range from an average of \$7500 in one type of institution to an average of \$18,000 in another type. Wide ranges were also reported for deans, admissions officers and registrars, business managers, directors of extension, placement, publicity, and athletics, head coaches, college physicians, and head nurses.

The problem of determining salaries in higher education is complicated by the fact that financial support comes from so many different sources. It would be false to assume that higher institutions supported chiefly by public funds are more soundly financed than are the privately financed institutions, or vice versa. Many established nonpublic institutions are among those paying the highest salaries, both for instruction and for administration. Surely, also, the many other attributes of academic life—tenure; reasonable load; freedom in research, teaching, and writing—are found to a favorable extent in many nonpublic institutions. It must be recognized, however, that at the lower end of the range of

Page 31

## A Good Combination . . .

### THE PROSE AND POETRY SERIES

#### 1. PROSE AND POETRY OF THE WORLD

- A 1954 First Edition of world literature
- Edited by J. Kenner Agnew and Agnes L. McCarthy

#### 2. PROSE AND POETRY . . .

for Enjoyment . . . Grade 9  
for Appreciation . . . Grade 10  
of America . . . Grade 11  
of England . . . Grade 12

- Basic literature
  - Edited by Lucas and Ward
- Teachers' Manuals — Workbooks

### THE L. W. SINGER CO., INC.

249-259 West Erie Boulevard  
Syracuse, New York

Publishers of the ENJOYING ENGLISH  
Series and The Scientific Living Series.

"Represented by Wayne W. Mills"



TEXT-CORRELATED

FILMSTRIPS

SHOPWORK

CHEMISTRY

RADIO SERVICING

MATHEMATICS

AMERICAN GOVERNMENT

TEEN-AGE CLOTHING

(INTERIOR) DECORATING

MARRIAGE & FAMILY LIVING

ETIQUETTE

write for catalog to:

TEXT-FILM DEPT.

McGraw-Hill Book Company  
330 W. 42 St — New York 36



**FIDELITY and SURETY**

**HALDIMAN BROTHERS & CO.**

AT W. JEFFERSON ST. PHOENIX ARIZONA

PHONE Alpine 4-3115

FIRE · AUTOMOBILE  
CASUALTY · BURGLARY

47 WEST JEFFERSON FIRST AVENUE

YOUR INQUIRIES SOLICITED

*Sea, Surf, and Study!*

TRAVEL • STUDY CREDIT • FUN

**UNIVERSITY OF HAWAII**

*1954 Summer Session*

- Five Education Workshops
- Specialized Regional Programs
- 130 Courses in 29 Fields
- Distinguished Resident and Visiting Faculty

For further information write to:  
DIRECTOR OF SUMMER SESSION  
University of Hawaii • Honolulu 14 • Hawaii

*June 23 to August 3*

**STOP**

Before you buy any books for your school or classroom library, you should have your FREE classified list of the Best Books for Boys and Girls, from

**J. B. LIPPINCOTT CO.**  
Box W54, School Library Dept.  
Philadelphia 5, Pennsylvania

### WHY BE SELF-CONSCIOUS?

(From Page 23)

magnificently prove itself, over and over again.

### CLARK-BREWER TEACHERS AGENCY

Do you want to teach in Calif., Oregon, Wash., other Western States or Alaska? Contact our Spokane Office.

Other Offices — CHICAGO  
Member NATA

• MINNEAPOLIS • KANSAS CITY • NEW YORK  
Agency's 72nd Yr. C. J. Cooil, Spokane, Mgr.

505 Columbia Bldg.,  
Spokane 4, Washington

## Higher Education

(From Page 30)

salaries many of the smaller non-public institutions are at a sharp disadvantage.

The study shows that the non-public institutions may be broadly divided into two groups. One group, containing in a general way the multiple-unit institutions and the colleges of larger size, has a salary structure comparing favorably with the publicly supported institutions of like character and size. Some individual institutions in this group offer the finest opportunities in all higher education.

The second group of non-public institutions, composed chiefly of smaller colleges, has many members offering salaries well below the salary schedules of public schools in the same area. These colleges are literally forced to compete in a different market for their staff members. In many instances they serve as a training ground for beginning college teachers who, despite their wishes, must turn to institutions outside this group for the better salary opportunities in college teaching and administration. The contribution of these poorly financed institutions to the cause of higher education is a tribute to the devotion of their loyal staff members.

The absorbing problem of building a stronger teaching profession pulls together all units of the educational system — elementary, secondary, and higher, as well as teaching, administration, and special services. Many, probably the most successful of tomorrow's college teachers, will enter college service by way of the public school classroom. The underlying principles of the salary structure of every unit of American education are of common interest, and common concern.

It's

## NEW MEXICO WESTERN COLLEGE

For  
**TEACHER EDUCATION**

**SUMMER 1954**

**DATES: June 7 - July 30**

**CREDIT: 12 to 15 term hours**

\*\*\*

**BILINGUAL INSTITUTE** A workshop in methods and materials for teaching Spanish to English-speaking children and English to Spanish-speaking children with demonstrations by Carlos Rivera.

**SUMMER TOURS** (NEA-Sponsored) 4½ hours credit each. Tour 400-Southwest; Tour 401-Mexico.

**DRIVER EDUCATION.** Dates: May 31 - June 4. Credit: 3 hours. Advanced course and beginning course.

**SCHOOL ADMINISTRATION.** School Finance and Buildings — Also School Law and other administration courses. **GRADUATE PROGRAM** for elementary and secondary teachers and administrators.

**UNDERGRADUATE WORK** in all fields.

**WORKSHOPS** in both elementary and secondary education.

\*\*\*

### POST SESSIONS —

August 2 to August 13 - 3 hours

August 16 to August 27 - 3 hours

## OWN YOUR OWN BUSINESS

BE YOUR

OWN BOSS



The Reed & Bell Root Beer Franchise makes it possible for you to get into a money making proposition of your own. 80% Profit on Sales. Customers come to you. Tested selling and promotion plans.

### SMALL INVESTMENT REQUIRED

Applicants must have first class character references and be able to invest a minimum of \$1500 for equipment and supplies. We help you get started to independence and a secure future.

**REED & BELL, Inc.**, 3500 Vega Ave. - Cleveland 13, Ohio

## A School Takes Inventory

(From Page 20)

of the changes will cost considerable money. Then, too, we want to be sure the solutions to our many problems are sound.

Madison School District is in one of the most rapidly growing areas of suburban Phoenix. It is located about five miles northeast of downtown Phoenix and has a school enrollment of over thirty-six hundred. It now has three school plants and a fourth under construction. The school population has been increasing an average of twenty percent per year for the past five consecutive years. Naturally, such a rapidly growing school district will have many problems.

The people of this school district have traditionally given overwhelming support to a sound educational program. They have voted over \$2,000,000 in building funds during the past five years. They have approved the necessarily large budget increases year after year

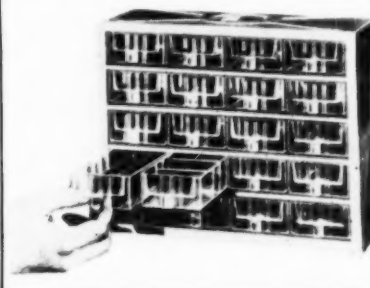
with very minor opposition.

In October, 1952, the Madison Board of Trustees organized an eighteen member Advisory Committee to analyze the district's population increases and recommend a long-range program for providing adequate school facilities. The committee did an outstanding job and the people voted their recommendations into effect by a large majority.

During this five-year period of rapid growth the teaching staff has increased in proportionate numbers. There are 158 teachers and administrators currently employed. With such a rapid growing organization it has been difficult to maintain a close watch on employee morale and opinion. The school district administration has operated as a representative democracy with students, teachers and

supervisors sitting in on all policy making.

THE POPULAR "SEE THRU DRAWER" cabinet, Model J-20, consists of twenty crystal-clear lifetime guaranteed plastic spillproof drawers, in a welded steel cabinet. Overall size is 10 1/4" H x 12 1/2" W x 6" D. It has an attractive silver-gray hammer finish and is equipped with rubber feet. Adjustable drawer dividers and identification labels are included. Price: \$7.95. Over 750 combinations can be supplied. General Industrial Co., 5738 N. Elston Ave., Chicago, Illinois, will furnish information.



### SOUTHERN CALIFORNIA

## SUMMER SESSION

**Six Weeks Session—June 21 to July 31**  
**Four Weeks Session—Aug. 2 to Aug. 28**

Numerous courses will be offered in all divisions of the University, undergraduate and graduate.

**SPECIAL FEATURES** include courses, workshops, or seminars in Business Education, Consumer Education, Teaching Sciences in Elementary Schools, International Affairs, Industrial Arts, Human Nutrition, Driver Education, Educational Film Communication, Telecommunications, Family Life Education, Moral and Spiritual Values in Education.

**FACULTY** includes many distinguished professors.

**Reduced tuition rates are offered teachers, librarians, and ministers in active service. Comfortable rooms are available on and near the campus. Summer climate is delightful.**

**Organized social, cultural, and recreational activities are provided.**

For Bulletin write to Dean of Summer Session  
**UNIVERSITY OF SOUTHERN CALIFORNIA**  
LOS ANGELES 7, CALIFORNIA

## DENIMS

we've a  
store-full  
of  
separates  
and  
coordinates  
to make  
your leisure  
more fun!

**Korrick's**

# Teachers, Too, Have A Message for Career Day



*Teachers and Counselors, don't overlook the advantages and security offered by your own teaching profession when you talk to graduating high school seniors about their future. You'll be doing your gifted students a favor by encouraging them to consider carefully the very real rewards offered by the teaching vocation.*

## DO YOUR GRADUATING HIGH SCHOOL SENIORS KNOW THESE FACTS ABOUT THE TEACHING PROFESSION?

1. Between now and 1965, the public schools of the nation will be employing 150,000 to 200,000 NEW TEACHERS each year. That means, during the next 10 years, 2,000,000 job openings.
2. Especially for the young woman, a teaching certificate is the equivalent of a \$50,000 insurance policy. Any time you may need it, your teaching certificate may qualify you to enjoy the security of a well paid profession.
3. There is nothing routine and monotonous in teaching. It is a stimulating, challenging work. Teachers work with people. They help create, mould, and build our American destiny.
4. A good teacher is respected, even beloved in a community by people of all ages and all walks of life. He or she is a member of an honored profession, a welcome member of any gathering of civic leaders.
5. Teaching is a broad field of endeavor, dealing with human life, human ambitions, and human happiness and welfare. It cannot be mechanized. It offers a service that is vital, unselfish, and paramount in lasting values.
6. Tenure and retirement plans offer security.
7. Teaching salaries compare favorably with those of other professions. At the administrative level, the salaries are very attractive.

For the serious student who wants to qualify for a teaching position as soon as possible, he or she may complete the regular 4-year college training period in three years by enrolling in summer sessions. A high school graduate can start this summer, and by August of 1957 be qualified for employment as a teacher.

# Arizona State College At Flagstaff



**REDDY . . .**

**with Special Services  
for Young Spacemen**

Whether your pupils are "living" in an era of cowboys and Indians, or have moved into the coming era of space travel, you'll find they consider Reddy Kilowatt one of their friends . . . and rightfully so.

You as a teacher can also find Reddy Kilowatt a helpful friend. As the symbol of Arizona Public Service Company he stands ready to aid you in solving program and teaching problems for your students. He can provide speakers, movies, slides, recordings, tours through Arizona Public Service installations, educational pieces, stage props, stage lighting helps and advice, and many, many more SPECIAL SERVICES.

To obtain these educational aids just call Alpine 8-8761, Ext. 372 in Phoenix, or contact your local Arizona Public Service office.



ARIZONA

**Public Service**

SERVING THE FRONTIER WITH A FUTURE